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ABSTRACT

The Digest of Helping Programs presented in this volume describes exemplary support programs for beginning teachers in the United States. Twenty-four programs are included, of which four are described in considerable detail. Comprehensive descriptions are given of the following programs: (1) The Stanford University Intern Program; (2) The Resident Teacher Master's Degree Program, University of Oregon; (3) The Intern Teaching Program for College Graduates, Temple University; and (4) The Staff Academy Program for New Teachers, Jefferson County School District, Colorado. Descriptions of each of these programs include the history, development, and rationale of the program, description of the program's critical components, and an evaluative summary by the site visit team. Overviews are presented of exemplary progam models established by universities, consortiums, school districts, teacher corps, and statewide programs. (JD)

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STUDY OF INDUCTION PROGRAMS FOR BEGINNING TEACHERS

Volume II

The Problems of Beginning Teachers: A Digest of Helping Programs

Patricia Elias
Frederick J. McDonald
Carol Stevenson
Roni Simon
Mary Lee Fisher

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Frederick J. McDonald

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ETS

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A project conducted by Educational Testing Service for the National Institute of Education, Dr. Joseph Vaughn, Project Officer (Contract No. 400-78-0069).

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PREFACE

The Study of Induction Programs for Beginning Teachers began as an investigation of fifth-year post-baccalaureate teacher internship programs in which the intern taught half-time while completing an academic program leading to a master's degree. After the start of the study, it became clear that most teacher "intern" programs in the United States did not fit this model. The focus of the study was expanded to an examination of the problems of beginning teachers. The critical questions in this investigation are:

- What are the problems of beginning teachers?
- What kinds of programs have facilitated the solution of these problems?
- What are the consequences of failing to solve these problems in terms of achieving teacher effectiveness and stimulating a career of progressive professional development?

Three approaches were used to gather information on these issues: a review of the relevant literature, the identification of and visits to programs designed to assist beginning teachers, and a review of the evaluation reports of the programs. Twenty-four programs were examined in depth as part of the study. Of these, four were site visits. Educators throughout the nation who are concerned about the problems of beginning teachers were consulted.

The final report of this study consists of four volumes. The first volume discusses the problems and issues covered by the study, describes the methodology utilized in the study, and provides a series of recommendations for teacher ecucators and policy makers. Comprehensive descriptions of exemplary programs for beginning teachers are included in the second volume. The digest of programs is intended to assist educators who either wish to implement or improve induction programs. The third volume provides a review of the literature. The names and locations of educators interested and involved in programs for beginning teachers are provided in the fourth volume.

The project was directed by Project Co-Directors, Dr. Frederick J. McDonald, Senior Research Scientist, Division of Educational Research and Evaluation, Educational Testing Service, Princeton, New Jersey, 08541, and Dr. Patricia Elias, Director of Research and Advisory Services, Educational Testing Service, Berkeley, California, 94704. Information about the study and reports are available from either.

The study was funded by the National Institute of Education (Contract No. 400-78-0069). Dr. Joseph Vaughn, the Project Officer, deserves major credit for exercising the leadership and having the vision to expand the study.

ACKNOWLEDGEMENTS

This project could not have been completed without the assistance and cooperation of many individuals. Carol Stevenson served as the consultant to the project throughout the study. Roni Simon coordinated much of the information collection effort and information management. Mary Lee Fisher prepared a review of the relevant literature. All three participated in the site visits.

An advisory board provided guidance to project staff and helped in reformulating the study. Members of the advisory board inluded: Dr. Jere Brophy, Michigan State University; Dr. Elizabeth Cohen, Stanford University; Dr. Kevin Ryan, Ohio State University; and Dr. Richard Smuck, University of Oregon. We were also assisted by Dr. L. O. Andrews, Emeritus, Ohio State University; Dr. Ray Bolan, University of Bristol, England; and Dr. Jonathan Sandoval, University of California, Davis.

Throughout the project and during the production of the final report, coordination was a key element in the project's success. Alice Norby was the Project Secretary in the Princeton Office. Nancy Castille was the Project Secretary in the Berkeley Office. Other individuals who supported the project co-directors in various aspects of the production of the final report included: 1) Wanda Collins, Jean Gutterman, Bill Theiss, Carlos Velasquez, Monica Laurens, Barbara Sanchez, Robert Allen and Nannette Fox who produced the reports in Berkeley; 2) Ingrid Otten, Michael Walsh, Patricia Wheeler and Alice Setteducati who edited the reports in Berkeley; 3) Helen Tarr, Christine Sansone, and Veronica Morris who coordinated the transmission of materials from Princeton to Berkeley; and 4) Lois Harris who helped type materials in Princeton.

We must acknowledge the support and cooperation of the many educators throughout the nation who provided verbal and written information to us throughout the project. Their unfailing assistance through sometimes several phone calls and their genuine interest in the project were invaluable to us.

And, lastly, we again express our gratitude to the staff and participants of the beginning teacher induction programs who provided us with the opportunity to visit them. The project could not have been done without the time and information they so generously shared with us.

Frederick J. McDonald
Patricia Elias
Project Co-Directors

October 1980
Educational Testing Service
Princeton, New Jersey and
Berkeley, California

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The Digest of Helping Programs we will present in this volume reflects our efforts to locate and describe exemplary support programs for beginning teachers in the United States. Twenty-four programs are included, of which four are described in considerable detail. It is our hope that the Digest of Programs will be a resource to educators who wish to design and implement new programs to assist beginning teachers or to modify existing programs.

BACKGROUND

The study was originally designed to be a study of teaching internship programs in the United States. Three methods of inquiry were to be used:

1. a review of relevant literature;
2. existing intern programs were to be located and described; and
3. site visits were to be made to a limited number of representative programs.

The final product was to be a description of what we currently knew about teaching internships, what research needed to be done, and what proposals could be made for the more general adoption or improvement of internship programs. As the study developed, its goals were changed to include all of the kinds of programs that exist to help beginning teachers solve the problems they encounter. Our methods of research and analyses were essentially unchanged.

This study in both its original and expanded conceptualization was intended to be essentially reflective in nature, a study in which the staff considered the issues and ideas that emerged from literature, from discussions with interested educators, and--in particular--from interviews and discussions with teacher trainers in districts and institutions of higher education. The project was not intended to be an all inclusive survey of extant programs and practices. We were, rather, to select and describe fully a small number of prototype programs attempting to assist beginning teachers.

ANALYSIS OF THE RESEARCH LITERATURE

The research literature is described in detail in a separate volume, as are the methods used for its collection and organization. We used standard procedures for identifying relevant literature. Computer assisted searches of the available indices of literature were made, and the initial searches were brought up to date by a hand search of relevant indices and abstracts. Materials for inclusion also were suggested by our federal project officer, our advisory committee and by many of the educators we contacted during the study.

After the initial title search, abstracts were considered, promising articles, books or documents were ordered and reviewed by the staff. A system for exchanging documents among staff members was established. The literature review appears in the third volume of the project reports.

The staff discussed the substance of the literature on numerous occasions both in formal meetings and informally in conversations. This discussion was facilitated by the remarkably homogeneous character of the literature--the literature is more rhetorical than it is descriptive. Very little empirical data or analyses of data is presented. There were, however, a number of reports which represented solid proposals for the development of different types of programs and these reports were used as frames of reference for thinking about possible kinds of beginning teacher programs.

The literature, both descriptive and empirical, left much to be desired for the purposes of this study. Descriptions were old and almost exclusively concerned with program run by institutions of higher education. The historical record of even those programs was relatively weak. It was difficult to know what was done, how changes were made over the years or what the major results of the use of these programs were. The literature review did not serve us well for locating or describing programs for beginning teachers, much less afford us a notion of the quality of those programs. We augmented the review with more direct methods.

IDENTIFYING PROGRAMS

Besides the literature review, telephone and mail surveys were used to locate structured programs designed to assist beginning teachers. We surveyed, by telephone, the directors of national and regional associations and organizations involved directly and indirectly in teacher training and inservice activities. We talked to the officers in state departments of education responsible for teacher certification, education or inservice training in their states.

We provided our definition of a beginning teacher and the kinds of programs we wished to locate:

> The beginning teacher is a person in the first year of teaching where some kind of systematic program is in place to help the teacher. The programs may be local, regional, etc., and may or may not involve an institution of higher education. The beginning teacher must be certificated, either provisionally or fully; paid by the district, and working full time or on a somewhat reduced work load.

We indicated that we had found that beginning teachers were sometimes called interns or resident teachers. Our respondents were asked not only to identify programs but to nominate those they considered "exemplary." We widened our information network by asking each person also to help us locate other people who were interested or involved in such programs. The original phone interview we used is shown in Figure 2.1.

Some 500 inquiries about the existence of programs were mailed to people and institutions throughout the nation. Every state superintendent was included in the mailing as were all institutions with graduate level education departments with a fairly sizeable enrollment.* The total search effort--literature, phone and mail--produced a list of about fifty programs.

The directors of the fifty programs were contacted by phone. Twenty-four of those programs actually fit our definition and were regarded as exemplary by educators not connected with the programs. A more detailed interview was prepared and sent to the program directors in advance of a second phone call. The more detailed phone interview is shown in Figure 2.2.

Our goal now was to describe the twenty-four programs. As part of the interview process, we requested that any relevant printed information be sent to us, and asked if we might call back to fill in any additional information needed. We also indicated that we planned to visit a small number of programs and asked if the program director to whom we were talking would be amenable to such a visit. The reports of the interviews and site visits appear in this volume. Each of the twenty-four programs is included.

---

*Our source was The Education Directory, Colleges and Universities, 1978-79; National Center for Educational Statistics, HEW.

Figure 2.1

Phone Interview: Identifying Programs for Beginning Teachers

State ______________________ ETS Staff Member __________

(1) Person Contacted ______________ Date(s) ______ ______ ______
(1) (2) (3)

Title ______________________

Address ______________________

Phone ______________________

1. Introduce yourself; describe our project and its purposes; describe the kinds of programs we are looking for using our definition:

> A person in the first year of teaching where some kind of systematic program is in place to assist the teacher. Programs may be local, regional, etc., and may or many not involve an institution of higher education. The teacher must be certificated, provisionally or fully; paid by the district, and working full time or on a somewhat reduced work load. The beginning teacher is sometimes described as an intern (Oregon) or a resident teacher (Wisconsin).

2. Ask them to tell you about any programs in the state (or elsewhere). Get location, peoples' names, etc.

3. Ask them if they can help us locate other people in the state (or elsewhere) who might know about such programs.

4. Ask them to nominate exemplary programs and probe to determine why they feel the programs are exemplary.

Figure 2.2

Phone Interview for Directors of Exemplary Beginning Teacher Programs

Purpose

- What are the objectives of the program?
- How is the program designed to meet the needs of beginning teachers?
- What problems of beginning teachers were the programs designed to solve?
- What kinds of teacher effectiveness are you trying to develop?
- Why?

Control

- Who runs the program? What are they like? (background, experience, reasons for being involved with the program)
- How many staff members?
- How is their time used? In what functions?
- Who is funding the program? What reasons did the funding agency have for providing funds?

Beginning Teachers

- What are they like? (number, background, experience, certification)
- What characteristics or training are required for inclusion in the program? Who evaluates the teacher?
- How do you determine the needs of the beginning teacher?
- What kind of teaching load does the beginning teacher assumes?

Organization of the Program

- How are the courses, experiences organized?
- Are they systematically planned? Why, or why not?

Figure 2.2 (continued)

- What kind(s) of supervision or support are provided for the beginning teachers? Who does it? Where? When?
- What is their role? Who evaluates beginning teachers? What happens if they are ineffective?
- Who resolves disagreements, if any?
- What is the role of the cooperating school or district?

Assessment

- How well does the program work? (as seen by beginning teachers, faculty supervisors, press, funding agencies, cooperating schools)
- Has the program changed? Why? Where? Who decided on the changes?
- Has the program been evaluated in terms of objectives established?
- Has the program been evaluated in terms of design? Has the program been evaluated in terms of definitions of effective teaching?
- Was the program evaluated in terms of the degree to which the problems of beginning teachers posed in the program model have been solved?
- If no evaluation, why not?

THE SELECTION OF PROGRAMS FOR SITE VISITS

The project co-directors considered several dimensions for the final selection of programs we would look at in considerable depth. The programs were all nominated as "exemplary," the best of their kind. There was a remarkable concurrence in these nominations. We selected programs that were stable, were distinctive in one or more respects, and were representative of a type of program.

The major characteristic required of all identified prototypes was a demonstrated history of viability. We picked programs to visit that had been in existence for a number of years and had thus demonstrated that viability. They obviously had been accepted by the institutions and communities in which they functioned. They had presumably survived various kinds of crises, and they may have adapted over time to challenges and crises in a way that would be interesting and informative to study.

We also tried to vary our selections by characteristics of the sponsoring institutional, geographic location and the kinds of schools and student populations with which they worked. One of the goals of the original proposal was to identify programs designed to train teachers for specific contexts, such as inner-city schools, or for special pupil populations, such as special education students.

Other characteristics considered were whether the program had a conceptual basis (and subsequently, its conception of the problems of beginning teachers), the level of schooling for which teachers were being prepared, the degree or certificate to be obtained, the program's distinctive features, and the evaluation designs and methods used.

The same dimensions were considered in the selection of district-sponsored programs for beginning teachers as were used to select programs associated with institutions of higher education. Here, however, our choice was much simpler. We found only five structured programs for beginning teachers sponsored by school districts in the nation. Assuming that we and the various people whom we consulted may have missed some, the number of such programs is very small.

Two of what appeared to be very interesting district programs were just beginning, and therefore were not appropriate for site visits. They are, however, included among the descriptions of district-based programs in this Digest.

We selected four programs as case study sites. Three are associated with institutions of higher education and one is a district-based program. They are:

1. The Stanford Intern Program is a relatively small one-year program for college graduates who may or may not have had a background in education. They are not certificated teachers. Stanford interns are employed one-half time as high school teachers of English, social studies, physical education and music in urban and suburban schools.
2. The University of Oregon Resident Teacher Master's Degree Program is a one-year program for certificated elementary school teachers. The teachers are employed as full-time teachers in urban, suburban and rural school districts.
3. The Temple University Intern Teaching Program for College Graduates is a two-year program for college graduate with little or no background in education, but with a strong academic background in a content area for which there is a demand for teachers, i.e., mathematics and science. The Temple interns are full-time high school teachers in inner-city and suburban schools.
4. The Jefferson County, Colorado district based program, the Staff Academy Program for New Teachers, is a one-year program for certificated teachers at the elementary, junior high, and high school levels. The teachers are full-time teachers in suburban communities near Denver.

The four programs are described in detail in the next sections. The four case studies are followed by brief descriptions of the twenty other exemplary programs we located.

THE PURPOSE AND UTILITY OF THE SITE VISITS

The purpose of the site visits was to have a face-to-face meeting with the people who had developed the programs, who were or had participated in them, and to observe first-hand whatever activities we could. In our visit to Temple University, for example, we spent time talking with the director of the program. We met with faculty members who participated in the program. We talked with graduates of the program and current participants in it. We spoke to a member of the Philadelphia school system who worked with Temple University to place candidates and who was in charge of personnel matters related to their employment. We observed classes at the University. In most places we had no real opportunities, however, to observe interns or beginning teachers teaching. We also requested copies of program-related documents, particularly those reflecting evaluations of the programs.

The site visits gave us the opportunity to learn about the programs in detail, and equally importantly, to explore the thinking and experience of those individuals who had been associated with the program for long periods of time. These individuals could tell us about the politics of the development and the long-term sustenance of their programs. They were remarkably frank about difficulties and appropriately modest about achievements.

PREPARATION FOR THE SITE VISITS

After the four sites were selected, we made arrangements to have a team from the project staff visit during the fall of 1979. Two or more ETS staff members participated in each site visit. The people we wanted to interview were identified and interviews and observations were scheduled.

Prior to the site visits, surveys were sent to various kinds of participants in each program: the beginning teachers, supervisors, administrators from participating schools, faculty, designers and directors. We originally had proposed a more extensive survey to augment the basic information base. That, however, was not feasible. The surveys were completed and returned to us prior to our visits. We used that information to augment our general guidelines for interviews with specific questions suggested by the survey results. Our general set of interview questions is shown in Figure 2.3. The surveys are included in Appendix A of the volume.

The case study descriptions follow. The report of each site visit was prepared by the ETS team members listed on the cover page of each program. It is our hope that we have captured both the substance of the programs and the remarkable spirit of the people involved with them if for no other reason than to repay some of the kindness extended to us during the site visits.

Figure 2.3

General Questions for the Site Visit Interviews of the Beginning Teacher Induction Programs Project

1. Program Director & Designer

Purpose: to determine how the program has evolved, address the issue flexibility, determine structure and emphasis.

- Have there been any changes in the program over the years? Why were these made?
- Has your notion of what is important changed?
- Who has participated in these questions?
- What do you do to meet the changing needs for teachers?
- What do you do to meet the changing needs of teachers?
- How do you find out about problems in the program? How are these addressed?
- What would you change if you could?
- What kinds of skills are emphasized? What kinds of materials and or experiences are provided to meet these skills? How can you tell if they have been met?
- What kinds of information is stressed? What kinds of materials and or experiences are provided? How can you tell if they are assimilated?
- Do you have a descriptive outline of the coursework you provide available?
- Do you have a rating scheme of teachers (interns, residents) available?

2. Instructors/Faculty (either university or school district)

Purpose: to determine how they are doing what they want to do; to explore the kind of human effort that goes into the program

- What are some of the problems of beginning teachers you have identified? How did you determine these?
- Which of these problems do you address in your program? On what basis did you make these selections?

Figure 2.3 (continued)

- How are these kinds of decisions made? Who is involved?
- If a problem arises, how is it resolved? (i.e., policy decisions) Who is involved?
- What would you change if you could?
- What kinds of skills are emphasized? What kinds of materials and/or experiences are provided to meet these skills? How can you tell if they have been met?
- What kinds of information is stressed? What kinds of materials and/or experiences are provided? How can you tell if they are assimilated?
- Do you have enough time to meet the needs of the beginning teachers which you have identified?

3. Principals and School District Administrators

Purpose: to explore the relevance of the program to a school district administrator, and to consider how well the program functions from that point of view.

- What is the value of the program to you?
- How do you know if it is working?
- What can you do to initiate changes if necessary? Who is involved?
- Who are the support staff for this program? What are their interests in it?
- What would you change--or do--if you could? Why?
- What, if any, is the change in regular district policy regarding hiring new teachers because of this program?
- What influenced your school district in adopting this program?

4. Supervisors of Beginning Teachers

Purpose: to describe their role and how they view it.

- What are some of the problems you see that beginning teachers need help with?

Figure 2.3 (continued)

- How do you help them?
- Who else could be helpful? Are they?
- What are some problems that do not get met?
- If you could, what else would you do to help them?
- What are the best features of the program?
- What would you change?
- How would you design a program?
- Where you a participant in an induction program? This one?
- Why were you attracted to this program?

5. Veteran Beginning Teachers

Purpose: to consider the program's impact on the beginning teacher

- Why did you select this program?
- What was the most difficult problem(s) for you as a beginning teacher? How was it solved? Who helped?
- What were the most helpful aspects of the program?
- What had you hoped to learn, or receive assistance with, but didn't?
- How did the program meet your expextations?
- How would you design a program? What advice would you give a program planner?
- What advice would you give beginning teachers?
- What has come up since your induction which might be included in future programs?
- What has come up since your induction for which you were not prepared? How have you resolved these problems?

Figure 2.3 (continued)

6. Beginning Teachers

Purpose: to consider what the beginning teacher expects from the program, as well as articulating his or her concerns

- Why did you enroll in the program?
- Did it give you a good start? How? What has been most helpful to you?
- What advice would you give those considering application for next year's program?
- Who does the program provide for you to go to with a request either for change or a special problem?
- What kinds of problems are not being addressed? Do you think they will be in time? How?
- What would you change if you could?

Site Visit I: **STANFORD INTERN PROGRAM**
Stanford University
Palo Alto, California

Date: October 10-11, 1979

Interview Team: Mary Lee Fisher
Roni Simon

Program Contact: Dr. Robert Calfee
(415) 497-4891

The Stanford University School of Education enjoys the reputation of being a forerunner in educational trends and research in education. It is the home of the concept of micro-teaching as a means of acquiring teaching skills from feedback and modeling with the use of videotape equipment. The Stanford Intern Program represents an evolutionary internship model, continually evaluating and incorporating an expanding body of knowledge into the teacher education program.

Dr. Barbara Pence, then Acting Director of Stanford's Teacher Education Program, was our initial contact. The intern program is housed in the Center for Educational Research at Stanford and interns are provided the latest theories of learning as part of their training. The program has been historically attractive to more mature persons, people returning to school in order to become teachers. This year, however, the interns are younger than in any previous year. A major feature of the program is quality--both in terms of participants and of program content.

The interview team visited the Stanford University campus during October, 1979. We appreciate the cooperation of the program participants and implementors. Their efforts afforded us the opportunity to describe fully the Stanford Teacher Education Program (STEP). The candor and objectivity of all those interviewed reflects the high degree of integrity consistent with Stanford as a research institution in higher education.

Interviews were conducted with participants at every level in STEP: the Acting Program Director, the program coordinator, resident supervising teachers, a Stanford supervisor, and several interns. The interviews took place in the CERAS Building on the Stanford Campus and at participating school sites. Additionally, extensive phone interviews were conducted with Dr. Robert Calfee, present Director of STEP, and Dr. Frederick McDonald, who was a faculty member during the early years of the program. The following report reflects information gathered during these interviews and from the literature provided by program staff.

THE HISTORY AND DEVELOPMENT OF THE STANFORD INTERN PROGRAM

Development

The Stanford Teacher Education Program (STEP) was initiated in 1959 with a Ford Foundation grant designed to establish new graduate programs in teacher education. In 1964, Stanford's School of Education incorporated the experimental program into its regular program. Thirty-two interns currently are enrolled in the STEP program. The interns are prepared for the California Single Subject Teaching Credential. The credential authorizes the holder to teach the subject in his or her area of study at the secondary school level. STEP students also complete requirements for a Master of Arts degree in education.

Changes in the Stanford Intern Program*

The Stanford Intern Program has been by design an evolving program. Various ways of organizing and conducting the program were tried during its earliest years. As experimental practices were found to be more or less successful, they either became permanent parts of the program or were dropped.

A major revision occurred five years after the program was implemented. Prior to that time, the intern program and the regular secondary teacher training program were operating side by side. The planned goal of the STEP evaluation was to compare these two programs systematically, but adequate data were never developed for this purpose.

The faculty, however, spent vast amounts of time analyzing what they were doing, interviewing and surveying the interns, and picking up whatever information they could from school administrators, school supervisors, supervising teachers in the schools, the graduate assistants who were acting as Stanford supervisors, and other faculty members. Their goal was to determine how the program was working; whether or not the interns were becoming effective teachers, and what the reactions of the interns, as well as of other individuals, were to the program. Although the reconciliation of information from these various sources was difficult, there was considerable faculty agreement about the kinds of problems that existed and the program revisions that were necessary.

---

*The sections which follow describe the changes in the Stanford Intern Program and are contributed by Dr. Frederick McDonald.

The subsequent major program revision also was affected by the substantial reduction in funding. When STEP was integrated into the regular Stanford program, the university continued to make available graduate assistants who assumed the primary responsibility for intern supervision. Funds were also available for the conduct of the micro-teaching component of the program. The faculty continued to be supported in one way or another for teaching in the program. There was, however, considerably less money at this time for continued program experimentation.

About this time (1965) the faculty also began developing the Stanford Research and Development Center on Teaching. The R and D Center on Teaching began to use the intern program as the experimental program for the major research activities in the center. A series of experiments was conducted every quarter on the training methods that were used in the intern program.

Throughout its long history, the STEP program has been an innovative and experimental program. The faculty had both the energy and the resources to try various arrangements, and to conduct systematic research on many aspects of the program. Out of this experimentation came the use of the videotape recorder as a device for providing feedback, and subsequently, for providing models of both effective teaching and feedback. The concept of the technical skills of teaching was developed and used in the teaching clinic. A large amount of research on the characteristics of the interns was conducted.

It should be noted that the Stanford faculty conducting this program was a diversified group, and the development of the program represented a melding of their various talents and, not infrequently, a compromising of individual views. Robert Bush, the Director of the program, exercised the leadership required to hold together an independent faculty in an innovative and experimental forum. Much of the credit must be given to him for the consistency of development, the stimulation of innovation, and for the nurturing of ideas. The Stanford Intern Program, while influenced by many individuals, depended for its development and success on the leadership of Dr. Robert Bush.

The Initial Form of the Program

The program, in its original design, attempted to break away from the usual course arrangements in pre-service teacher education programs. The Stanford internship is, and was, a pre-service program in the sense that, in general, none of the interns have had prior work in professional education or experience in teaching. The program offered much of the substance of the traditional program and much that was new. But, traditional or new, the substance was packaged in a new way.

Most education programs have a block of time devoted to the foundations of education which include educational psychology, philosophy, history and sociology or anthropology. No attempt was made to adopt or reorganize the substance of these courses, though much of the substance was preserved in what was developed. A General Seminar was designed which included on its staff an educational psychologist, an anthropologist, a psychiatrist, and two secondary school educators, whose major interests were the curriculum and administration of secondary schools.

This seminar was topic-free during most of its first year; that is, specific topics were not set in advance of the seminar. The interns were supposed to bring their problems to these classes, and the classes were then to be conducted around these problems. Seminars were called "problem-focused", and the experts were to use what they knew about secondary education, anthropology, psychiatry and educational psychology to expand the intern's understanding of a particular problem and, hopefully, to offer practical suggestions.

The seminar was usually conducted for an hour and a half in this fashion, and after a break, the interns met in small groups with each of the staff members who were conducting the seminar to discuss their problems in a more concrete way. Thus, the evening might begin with questions about how you manage a class so that you preserve order. This topic would be approached from whatever point of view the staff thought was relevant. The interns then broke up into groups and went into separate rooms, where they discussed very particular problems with individual staff members, problems which might or might not be on the general topic that had been discussed. The general topic usually lapped over into the individual groups because it was of concern to most of the interns.

This seminar was conducted once a week on alternate Monday evenings. On other Monday evenings, the interns attended a Special Seminar in their subject area. These seminars were conducted by the curriculum and instruction faculty, and generally resembled the traditional methods courses in their content areas. But they too were supposed to be problem focused, and the interns were to bring their specific teaching problems in their subject to the seminars. These seminars, however, very quickly began to resemble the traditional methods courses. Some faculty members made a greater effort to make the seminars problem-focused than others did.

The third major component of the intern program was the practical experience interns were having in the schools. Each intern had been interviewed by the school administration, had been accepted as a teacher in a school, and was assigned a half-time teaching schedule. The interns spent a good portion of each day in a school teaching a class.

Interns were completely responsible for the class that they taught, within the usual constraints of the curriculum of the school or district and the policies governing curriculum and instruction in that school. They were for all practical purposes "regular teachers", except that they had neither a full-time schedule nor responsibility for "after school" activities. They were required to meet with the parents of their pupils, to organize their own instruction and to evaluate their work.

The fourth component of the intern program was academic work. The interns usually took at least two courses in their academic subject areas. The concept underlying this requirement was that they were to move to an advanced level in their major field. The program began in September and continued on to the following August. Upon completion, the interns received a master's degree and were certified to teach in the state of California.

The program in its original concept was highly oriented to reflect the experiences that the interns were having. Although this focus made considerable sense, it was the source of great problems, which in turn led to changes in the design of the program.

The General Seminar changed regularly in terms of its design. It quickly shifted to the presentation of substantive matters by the staff and to an emphasis on assigned and structured activities for the interns.

The reason for this change, which was disappointing to the faculty, was that it turned out to be extraordinarily difficult to conduct problem-focused seminars. The interns did not always have the same or similiar problems because they were not at the same stages of development of their skills, or because they were in markedly different teaching contexts. Their interests and orientations were different. So a problem that was pressing to one or to a group of interns frequently was of no interest to others. It was therefore difficult, particularly on a Monday evening after a day of strenuous teaching, to maintain motivation and interest.

Another difficulty was that the interns themselves did not articulate their problems very well. An intern might be having a "difficult problem", but what one usually heard was their dismay at the characteristics of their students, their disappointment that the students were not like they should be, and their frustration or anger at the behavior of their students. Since they did not really understand why these problems were arising, they were not very good at describing their precise nature. This lack of precise information perhaps would not have been a handicap if the faculty had been able to observe the interns on a regular basis, or if they were working closely with others who were. The consequence of not having a first-hand view of what was occurring in the interns' classes was that the faculty did not understand their problems very well, or understood them only in the abstract sense, and therefore could not make the kinds of concrete suggestions that the interns seemed to need.

The General Seminar quickly approached disaster due largely to the feeling of the interns that it was not providing them with the kind of help that they needed. The writer of this section was one of the staff members, and he can testify that the staff was, in fact, providing very little help because of their lack of familiarity with the details of the interns' classes. Occasionally, when a staff member was able to observe an intern--usually one in great difficulty--more specific kinds of help could be, and was, given.

The difficulties with the General Seminar reflected a basic problem in the organizational structure of the Stanford Intern Program. It had evolved into a two-tiered staff. On one level the graduate student supervisors worked most closely with the interns, and in turn were most familiar with the interns' problems. At a second level was the faculty, who, though greatly interested in what they were doing, and in the problems of the interns, reacted to these problems at a general level. A predictable consequence was that the faculty were regarded as too theoretical. Even their best ideas, then, did not get translated into practice because they were not sufficiently concrete, or because the faculty could not work with the intern to apply them.

The changes in the General Seminar reflected, in many ways, reactions to the orientations of the interns. A dynamic or a dialectic was set up between the practical needs and demands of the interns and the desires of the faculty to educate them beyond a particular problem so that a firm professional basis could be established for their development as effective teachers.

Early in the year, interns quickly identified with their supervising teachers in their schools and came to regard them as the primary source of information on how to teach. In those early days the system for selecting supervising teachers had not been completely established and interns sometimes worked with teachers who were not effective teachers. Although the interns did not necessarily pick up bad habits (although some did), they were likely to pick up those habits used by teachers they regarded as "successful".

It was obvious to the faculty that the interns were being socialized into the schools by the staff of the schools in which they were teaching, an inevitable consequence in any case, but one which, because of the time when the socialization process began, had two undesirable effects. One, the faculty's influence was considerably attenuated because the intern identified with the teachers in the school, particularly his or her supervising teacher. The other consequence was that there was occasional conflict between what the faculty were suggesting and what the supervising teachers were recommending. Frequently, the experienced teachers derogated what the faculty was teaching either as too theoretical, too impractical or both. Whether or not it was, the situation created was one in which the faculty felt it had considerably less influence than it should have on the professional development of the interns.

A major change was made at the beginning of the second year. The interns were brought in at the beginning of the summer preceding their intern year; the intern year began in June, rather than in September. The advantage of this arrangement was that the faculty had time to develop certain kinds of concepts about teaching without having those concepts undermined by supervising teachers. We are not suggesting that the experienced teachers were necessarily hostile or negative about everything the faculty suggested. But there was sufficient discrepancy between their point of view and that of the faculty, that the ideas offered by the faculty were either rejected or, at best, accepted as ideas that one might apply some day when an intern had really learned how to teach.

From the second year on, the General Seminar became more structured. Faculty members now had some idea of the sequence and type of problems of beginning teachers and organized activities around those ideas. During the third year, many instructional activities were organized around data-sets which the interns gathered in one of their classes. The intern put together information on each pupil in the class. That information included the pupil's parents' socioeconomic status, education, the pupil's achievement test scores, aptitude test scores, previous academic record, and any other information that the intern found available or gathered on the pupil during the course of the year. The instructional activities involved looking at inter-relations among these data. An example was the correlation that each intern found between pupils grades and the socioeconomic status of the children in a class, a topic which they had been introduced to by reading a chapter on that subject in Elmstown's Youth. These kinds of activities were variable in terms of their acceptability to the interns and their utility to them.

From this point, the faculty experimented with various types of training activities and topics in an effort to find a basic set which would comprise a substantive program of instruction.

As time went on, it became apparent that the multidisciplinary team was acting largely serially in the instruction. The subject matter, while interesting and presumably relevant, was diversified and usually could not be gone into in great depth. A topic which started on one night was not necessarily followed up on succeeding nights. These arrangements were matters of dissatisfaction to faculty, but the commitment of the faculty to experimenting forced this highly variable arrangement of topics on them.

The faculty chose topics for their relevance, developed them in as interesting and productive a way as they could, and then moved on to new topics.

These experiences with the General Seminar were not paralleled in the Special Seminar for two reasons. First of all, the interns from the very beginning saw the Special Seminar as more concrete and relevant to what they were doing. If they were teaching history, the Special Seminar in social studies covered how to teach history, and even though the interns may not have used all the ideas presented, somehow its topics seemed more germaine than the kinds of topics being covered in the General Seminar.

A second reason was that the Curriculum and Instruction faculty never made the same effort that the General Seminar faculty made to adapt the format and structure. Some of them, who were not too favorable to the intern program in the beginning, really wanted to teach what they had always been teaching because they believed in its value, and managed to put much of what they had been teaching into the Special Seminar. As one looks back on this experience, it may be that they chose the wisest course.

Major Changes in the Second Phase of the Program

The second major change in the program occurred when two of the staff members introduced the use of the videotape recorder. During the first phase of STEP there had been considerable experimentation with film, but, as usual, the experimentation led to some interesting ideas that were neither sufficiently developed nor sufficiently integrated into the program to be consistently useful. The videotape recorder, however, enormously expanded the possibilities of using visual media as a training tool.

About the same time, an experiment was conducted by one of the graduate students using a scaled down, structured teaching situation. These two developments led directly to the creation of what became the Stanford

Micro-Teaching Clinic. The training was subsequently expanded to include two or three other skills. Simultaneously, the two faculty members were conducting studies of the impact of feedback and modeling on the acquisition of teaching skills. As the experiments were completed, the skills were carried over into the micro-teaching clinic. Within a relatively short period of time, the summer sessions were reorganized around the micro-teaching clinic, and became a major portion of it.

The micro-teaching training was the practical training which preceded actual teaching in the classroom. The idea was to train the interns in basic teaching skills and to prepare them for classroom teaching in the fall. The micro-teaching clinic was very popular with the interns. It gave them the opportunity to work with students the first day of summer session. Their reaction again reflects the basic attitudes of an intern, which are that they need to learn how to teach as quickly as possible and that they want to spend most of their training time in the practical work of teaching. This attitude was probably the most significant characteristic of the interns, and may be one of the ways in which the intern differs significantly from the student who is going into student teaching.

By the end of the first experimental period, it became apparent that a new structure of adequate substance and format had not evolved. The "course work" component of the program was therefore reorganized somewhat like it had been in the traditional teacher training program. Educational psychology was taught exclusively to the interns in two parts: 1) a summer session on instruction, and 2) a fall session on testing and evaluation. The interns took a Special Seminar, which was at this point a traditional methods course in their subject through most of the year. In the winter and spring quarters, seminars were added on the organization and administration of secondary school, and on the context of teaching. The philosophy and history of education were abandoned in the program. Although some attempt was made to use a practical form of philosophy training, it did not succeed. Generally it was believed, based on the first six years of program experience, that the interns were not ready for thinking about those broader issues of education until they had mastered the rudiments of teaching.

Therefore, the new form of the program was heavily oriented to learning to teach in practical ways. The micro-teaching clinic in the summer was the first intern experience and the education psychology course was integrated to a large extent around the technical skills of teaching. The educational psychology course in the fall focused entirely on the development of evaluation and assessment systems for each intern's class. The program remained in this general form through the sixties and into the early seventies.

Lessons to be Learned from the Changes in the Stanford Program

The Stanford program was blessed in two ways. First, it had an imaginative and innovative faculty; and second, it had fiscal and other resources for conducting the program. It was a vital, exciting program which had considerable national influence on teacher education. Even though it did not do all that it set out to do in the way of reforming the design and structure of teacher education, it accomplished much by way of demonstration.

The program had two problems which seem to affect all intern programs. First is the practical need of the interns to be ready to teach and to overcome their overwhelming anxiety about learning to control a class and conducting instruction. The second is the kind of political negotiation which afflicts all teacher education programs whatever their forms. The intern program, however, is moved outside the realm of the political arena of the college or university. The interns are in real classes with real pupils in real schools. The intern program is far more visible than most teacher education programs, and, therefore, is more likely to be evaluated and criticized when someone thinks it appropriate to offer criticism. It may be that this more public aspect of the internship, combined with the urgency which the intern brings to being taught how to teach, are characteristics which make an internship program more practical in their orientation and more sensitive to the problems of beginning teachers.

The basic problem of trying to prepare a beginning teacher for the immediate task of teaching as well as for a lifetime of teaching is not, however, resolved by an internship, and the changes in the Stanford program illustrate this basic difficulty. The Stanford faculty tried to lay a foundation for progressive professional development. One of the reasons they were considered "theoretical" was that they were attempting to achieve this goal. There was no way that the faculty could guarantee that they were credible, because others to whom the interns were exposed were regular teachers whose advice seemed more realistic. The faculty, therefore, worked under a double handicap, the image held of them, and their own need to provide the kind of training that would take the intern beyond the experiences of the intern year.

The Stanford internship, like all internships, faced the basic difficulty of preparing someone to teach while time they are actually teaching. With little or no previous preparation, an intern can quickly get into trouble. The design of the program has little to do with the fact that they are in trouble and may be irrelevant to getting them out of trouble. The faculty tried to help interns manage classes, using the videotape recorder, for example, to follow an intern as they taught. The videotapes were then analyzed by faculty members or other staff who sat down with the intern to discuss improvement. Such innovations sometimes helped some interns but did not resolve the basic problem which was that the interns could be into real trouble from which the program could not help them recover.

Because of its innovative and experimental nature, the Stanford program is particularly useful to educators considering how to use an internship and how to design pre-service programs generally. It was one of the most successful tests of the concept of an internship and illustrates about how far the internship can be developed within the constraints imposed by the nature of the internship itself.

The Stanford program has many aspects which could be readily adapted to assisting any beginning teacher. The micro-teaching clinic, the use of the videotape recorder during the teaching year, and the close supervision which the program provided created an environment of support for interns which could be used to create an effective program for a beginning teacher.

RATIONALE OF THE STANFORD TEACHER EDUCATION PROGRAM

The program encourages each candidate to develop theories of education and teaching. The program also recognizes the importance of the relationship of theory and practice in the school as a social institution. The following assumptions underlie the intern's experiences in the STEP:

- A comprehensive understanding of the structure of the discipline to be taught is essential to teaching competence;
- The classroom is a community with its own norms, values, roles, status positions, and structures;
- Means are available for analyzing interactions among teachers, students, subject matter, and community, which can and should be used;
- The teacher must be a diagnostician and evaluator of the social system in which he or she is a participant;
- Informal classroom group processes affect students' attitudes as well as their academic performance, and teachers can modify these group processes constructively;
- Some spontaneous natural human tendencies, when given relatively free play, will facilitate a substantial amount of meaningful learning.

The Stanford Teacher Education Program places all of its students in either internship or student teaching positions during the regular school year. An intern is a part-time paid teacher who has full legal responsibility for two classes throughout the school year. A student teacher also teaches two classes throughout the school year but learns under the direction of a teacher who has full legal responsibility for these classes.

Thus, the teaching practicum takes two forms:

1. Internship: Responsibility for teaching two classes a day for the school year, plus at least one hour daily in school for preparation, observation, participation, conferences with students, resident supervisor, and other members of the staff.
2. Student Teaching: Limited responsibility for two classes for the school year, under the direct, continuous supervision of the teacher assigned to the class; the student's responsibilities for the class or classes will increase at the discretion of the assigned teacher and the school. But in no case is a student teacher to replace the teacher assigned to teach the class or classes. A student teacher is not credentialed by the State. Students spend at least one additional hour in the school daily for observation, preparation, conferences with students, the supervising teacher, and other members of the school staff.

Major sections of this report are taken from Stanford Teacher Education Program, Resident Supervisor's Handbook, School of Education, Stanford University, 1979-80 and Stanford Teacher Education Program Handbook, 1979-80

The basic differences between interning and student teaching are three: rate of induction into full teaching responsibility, legal responsibility and stipend. The rate of induction into full teaching responsibility is accelerated in interning. Following the summer practicum, interning requires assuming full teaching responsibility at the beginning of the school year. Student teaching permits a gradual induction into full teaching responsibility. Second, interning means assuming, from the beginning of the school year, full legal responsibility for the class. Student teaching means teaching in a class to which a regular member of the school faculty is assigned and for which that faculty member carries full legal responsibility. Both positions, interning and student teaching, are training positions receiving supervision, advice, and counsel from a resident supervisor and a Stanford supervisor. Third, interning means being a paid contractual trainee in a school district. Student teaching means being a trainee in a school district without stipend.

The section of the California Education Code which applies to these training positions is 18103(d). "Professional preparation" means either (1) at least any nine semester units of professional education courses and one semester of approved full-time student teaching or its equivalent under the supervision of an approved college or university, or (2) an approved internship program of at least one year.

For student teaching, the Code requires "one semester of approved full-time student teaching or its equivalent." The usual teacher education program in California follows that requirement literally. That is, students are gradually inducted into full teaching responsibility in the five classes which is the typical teaching day. Students carry no other courses.

Stanford chose to take advantage of the phrase "or its equivalent."

Instead of student teaching in five classes in one semester, Stanford requires student teaching in four classes spread over two semesters plus a summer practicum. Stanford proposed this "equivalent" to the California Commission for Teacher Preparation and Licensing and it was accepted.

DESCRIPTION OF THE STANFORD PROGRAM

The Stanford Teacher Education Program is a university sponsored teacher induction program which places its thirty-two graduate level interns in part-time teaching positions in cooperating school districts within a 50-mile radius of the university. The university is located in Palo Alto about 50 miles south of San Francisco, California. Interns are interviewed by school administrators and accepted as regular part-time teachers. They are responsible for teaching two classes per day for the school year, and for spending at least one hour daily in school for preparation and observation as well as participating in conferences with students, resident supervisors and other members of the staff.

Interns also spend about one-half of each day at Stanford University taking the required coursework. Coursework at the university takes place in the Center for Educational Research at Stanford. Professors, supervisors and program discussion leaders are located in the CERAS building.

STEP currently offers subject area specialities in English, Physical Education, Music and Social Studies. Each subject area is headed by a professor (or assistant professor) and (at least) one supervisor. Additionally, two program discussion leaders provide the interns with the opportunity to share experiences.

STEP Advisory Council and STEP Subcommittee

The STEP Advisory Council is composed of representatives from each subject area group. It functions on behalf of the students, acting in an advisory capacity to the Program Director and the STEP staff. It is also concerned with professional and social activities for STEP students, teachers and interns. Meetings are held quarterly with the program director and the STEP coordinator.

The School of Education governs its programs through faculty-student committees. The relevant committee for STEP is Curriculum and Teacher Education. The STEP Subcommittee of the Curriculum and Teacher Education Committee is responsibile for operational policy relative to STEP. From the STEP Advisory Board, two students are selected to be representatives on this subcommittee. Representatives on the subcommittee can rotate each quarter depending on the preference of the STEP Advisory Council.

Costs

In planning coursework for the year, interns consider arranging their courses to allow for flexibility in tuition payment. Ordinarily, most interns are able to pay full-cost for two quarters of tuition and two quarters at half-cost tuition, but some interns needing or wishing to strengthen their background in an academic area of education may pay a third quarter of full tuition. University rules govern tuition payment. In summer, tuition is paid by the unit; in other quarters only full or half tuition is allowed. A half tuition quarter means that an individual may take no more than eight units and one of these units must be a practicum. However, a full tuition quarter does not have a top limit on units (until twenty-five). Beyond eighteen, a petition does not have a limit on units until twenty-five. Beyond eighteen, a petition must be filed with the

Dean's Office. This petition is usually accepted if a substantial part of units above eighteen is for practicum or other experienced-based units. This means that an intern should take between thirteen and fifteen of his or her practicum units during the quarters that he or she pays Stanford full tuition. It also means that the intern's coursework load will be approximately the same each quarter.

Intern Placements

When a principal indicates a need for interns, STEP interns' papers are sent to the principal for review. Candidates for the interviews are selected on the basis of school need, academic preparation and specialization. Following an interview, the principal notifies STEP if he or she wants to employ any of the interviewed interns. When selected, an intern normally signs a contract within a week to ten days.

The Field Experience

The Practicum is a joint effort by Stanford University and nearby schools. Interns are supervised from Stanford University on a weekly basis during the summer and September. During the Autumn, Winter, and Spring Quarters, Stanford supervisors visit classrooms every two weeks. Interns have additional supervision from resident supervising teachers, department heads, and school administrators.

Following visits, STEP interns and supervisors arrange to discuss the visit. Based on visits and conferences with the intern, the STEP supervisor prepares quarterly Progress Reports related to teaching performance and discusses the reports with the intern. Copies of evaluation reports are sent to the intern's advisor and to the STEP director.

All STEP interns are supervised by a Stanford tutor-supervisor and by an experienced teacher in the school who has agreed to serve as a resident supervisor. Each Stanford supervisor is an experienced teacher in the field in which he or she is supervising and is a candidate for an advanced degree in the School of Education.

The Stanford supervisors work under the direction of the professor of Curriculum and Instruction in the subject matter in which they supervise, and with the director of STEP. They work with the STEP interns during the summer. In addition, the Stanford supervisor confers with the STEP intern and the resident supervisor on a regular basis, ideally every time the Stanford supervisor visits the class. The initial conference is used to clarify school expectations and course objectives.

Academic Coursework

Interns take foundation courses in psychology, sociology, philosophy, the history of education as well as courses in health, adolescence and reading. Candidates also study curriculum and instruction in their teaching fields. Although the curriculum areas vary widely in their nature and content, professors teaching in the area emphasize the relationship between the structure of their discipline and educational objectives, content, organization, methods of teaching and evaluation. The professors teaching these courses are recognized authorities in their fields, and as a consequence candidates can be expected to be reasonably well acquainted with the extensive literature and research in their fields and with efforts to develop and implement new curricula and methods of teaching.

Courses are taken in other departments of the University to increase a candidate's competence in the subject matter and also to provide an opportunity to work with graduate students in other programs. Most of the courses also fulfill requirements stipulated in the guidelines established by the California Commission for Teacher Preparation and Licensing.

Roles and Responsibilities

As valuable as all the above-mentioned components of the program may be, however, the year-long practicum in the school is the actual proving ground for the beginner's professional prospects and makes the most significant and lasting contributions to his or her current effectiveness as a teacher and member of a school community.

In order to accomplish this, the efforts of those persons filling the following positions are necessary: the intern, resident teacher, and Stanford supervising teacher. Qualifications and responsibilities for each of these components are described below:

The Intern's Responsibilities. STEP interns are in full-time attendance at Stanford during the summer preceding teaching and attend classes during the academic year in addition to fulfilling their teaching responsibility. All candidates for the Master of Arts degree are required to take a minimum of 12 units for letter grades. Graduate students must achieve a G.P.A. of at least 2.75. At the discretion of the instructor and with the concurrence of the advisor, units may be taken for pass/no credit. Practicum units do not count toward the 12 unit minimum requirement for graded course work. Grading of practicum as letter grades or pass/no credit is done at the discretion of the instructor.

The Stanford Teacher Education Program has long been involved in research designed to improve the quality of preparation in the program and to increase information about the learning and teaching processes. Applicants who accept admission to the STEP program thereby commit themselves to participate in research projects related to teacher education and approved by the Committee on Curriculum and Teacher Education.

Interns are considered regular staff members of their schools and are subject to direction from the administrator and department head in each school. Although they do not teach full-time, their half-day includes the teaching of two classes, formal preparation hours, visiting classes taught by other teachers, conferring with students and supervisors, and preparing for classes. In addition, as part of the practicum, the candidate attends at least one School Board Meeting, PTA meeting, Teachers' Association Meeting, Department Meeting, and Faculty Meeting.

Extracurricular Activities. Stanford believes, that the first months of beginning teaching should be free of extra duties for an intern as far as possible. The pressure of course work, in addition to the tensions and anxieties of entering a new role as a beginning teacher, add up to a very full load for an individual STEP student. Additional extracurricular assignments in the school, beyond the primary classroom responsibilities, tend to overburden the intern during those first few months.

STEP requires that interns accept additional assignments only if the assignment does not conflict with coursework at Stanford or if the assignment does not involve a time commitment which would interfere with the time necessary for preparation of teaching and teaching itself. All extra-curricular assignments must be approved by the program director and the intern's advisor.

Resident Supervisor's Responsibilities. The resident supervisor who agrees to assist the STEP interns is an experienced teacher. This teacher is one of the most important persons involved in the program. He or she is encouraged to continuously observe the beginner in both formal and informal settings, and has the advantage of knowing the school, its policies, its teachers, its students, its parents, and the community served by the school. The resident teacher provides counsel and guidance based on these observations. It is difficult to list all the educational opportunities and responsibilities for the resident supervisor--to help the beginner as a person, as a teacher, and as a member of the school community. However, the following practices have helped previous interns and continue to be practicable and important.

1. Orientation. The school's orientation program may provide most of the information needed by a new intern. But because of variations in orientation programs and in a newcomer's ability to adjust readily to a new environment and to make new friends, the resident supervisor should be prepared to clarify answers to any questions the STEP intern may have in addition to topics covered at pre-school sessions.

   Orientation includes introducing the STEP intern to the school plant and to other members of the staff, to the teachers' restrooms, cloakrooms, workroom, departmental offices and materials, counselors' offices, the school nurse's office, the library, the textbook library and other community resources and facilities relevant to a teacher's role in your community.

2. Supervision. The resident supervisor participates in four major areas of supervision: observations, conferences with the intern and Stanford supervisor, sending in the progress report regularly, and followups.

   a. Observations of the STEP intern as a classroom teacher are essential to the supervisor's awareness and understanding of the candidate's strengths and weaknesses as a teacher and member of a school faculty. At least one observation should be made of an intern's classes every other week, but additional visits are often desirable, especially during the early part of the school year.

   b. Conferences with the STEP intern and the supervisor are encouraged. Conferences follow each observation and include recommendations for improvement as well as feedback about performance and progress.

      The principle of "positive feedback" and its effect upon performance pertains to all learners and especially to emerging professionals. Emphasis is on the positive aspects of the intern's personal and professional attitudes and the value of the performance as a classroom teacher, and as a member of the school and community. When negative consequences result from the intern's behavior, they are discussed openly with the intern.

c. Progress Reports are important for purposes of identifying special aspects of the intern's performances and progress. The candidate's competencies are to be appraised by him or her, by the resident supervisor, the Stanford supervisor, and by students in the classes. In the case of intern teachers, the Resident Supervisor's Progress Report should be completed by the person designated for teacher evaluation in the school. The use of more extensive written comments upon the Progress Report has proved to be of great benefit for the identification of specific progress, and for overall evaluation. The number of observations that serve as the basis for the report should be indicated on each report. Progress Reports may be submitted frequently if the resident supervisor or the person designated for teacher evaluation so desire, particularly during the first weeks of the school year.

d. Follow-up to observations, conferences, conversations, and reports is an important part of the supervisor's function. Through it, the supervisor ascertains whether the various recommendations made in conferences have been accepted and tried by the candidate and whether they have proved to be of any help. If the candidate has tried any of the recommendations, the supervisor helps him or her understand why the suggestions were or were not effective. If the recommendations were rejected, the supervisor finds out the reasons for rejection and then helps the candidate develop alternative materials, methods or behavior. Further follow-up enables the supervisor to determine how well these alternatives have worked. The supervisor may wish to ask the intern to submit copies of lesson plans, assignments for students, or homework that will indicate what alternatives were adopted.

The resident supervisor and the Stanford supervisor may not completely agree on all aspects of their observations and recommendations. Yet both may be advocating valid materials and methods. Different teachers may use different materials and methods under somewhat similar circumstances to accomplish similar goals. It is important that the candidate understand the rationale supporting different alternatives. Through this understanding, instruction can be altered to meet day-to-day demands. But whenever these differences become apparent to the two supervisors, they both make sure that the candidate is not awkwardly caught in the middle of these differences. If there seems to be continued disagreement and misunderstanding between the two supervisors and/or the intern, the persons involved should meet as soon as possible to discuss areas of agreement/disagreement and to resolve any differences in ways not detrimental to the intern.

3. Visitation. The resident supervisor sees that the intern has opportunities to observe other teachers and other interns in the school and in other schools. These visits are particularly important during the first six weeks, but continue throughout the year. It may be desirable for the intern to visit occassionally teachers in departments other than the one in which he or she is teaching, especially if the intern is also preparing to teach a second subject. We have found that candidates can profitably use an occasional conference or planning period for such observation.

4. Evaluation. Interns are given a formal grade in the practicum portion of their program at the completion of the practicum during Spring Quarter. Although the grade is assigned and reported at the end of Spring Quarter, it applies to all the units of the practicum for which the intern has registered during Autumn, Winter, and Spring quarters. Final grades are assigned only after several conferences between the person designated for teacher evaluation in the school and the Stanford supervisor, both of whom have carefully observed the intern throughout the school year, and after a series of conferences between the Stanford supervisor in a particular subject matter field and the professor of Curriculum and Instruction in that field. Included in these conferences are a review of the regular Program Reports written by the person in the school designated for evaluation. The grade is, in part, based upon the intern's performance throughout the year, but mainly it is based upon the level of professional competence and of professional promise achieved by the second half of the Spring Quarter. The final grade represents a consensus of the judgments of the resident supervisor, the Stanford supervisor, and the Curriculum and Instruction professor. The deferment of grading until Spring Quarter is intentional. Interns need sufficient time to develop their potential as a teacher and to overcome whatever problems they may be encountering during the Autumn and Winter quarter. Inhibiting the relationship between intern and supervisors might result in the student being made over conscious throughout the year of supervisors also serving as "graders". Thus, interns feel encouraged to discuss with the supervisors problems as well as strengths and to feel free to do some experimenting in planning and teaching.

The following suggestions for resident supervisors are not meant to be prescriptive; neither are they intended to be the only aspects of supervision that should be kept in mind.

The resident supervisor should attempt to:

1. Schedule specific and extensive opportunities to help the intern in and outside of the classroom.

2. Maintain a somewhat objective attitude toward the candidate, thus avoiding either an over-identification with the candidate or an attitude of disapproval, impatience, or indifference.

3. Draw upon the services of the University whenever these are appropriate. From the University's point of view, the sooner a problem is identified and considered by everyone concerned with the intern's and school's welfare, the greater is the possibility of solving it before it becomes too serious to be handled easily. When in doubt about a given situation, the resident supervisor calls it to the attention of the Stanford supervisor as soon as possible.

4. Help the candidate feel "relaxed" in a new situation. Friendly cooperation can help the candidate gain the confidence and sense of security necessary to effective teaching.

5. Carefully and continuously check the intern's planning of units and detailed lesson plans. The Stanford supervisor will also be doing this. A high correlation between the quality of their preparation for each lesson and the quality of their effectiveness as a teacher exists. Whenever a problem arises, both supervisors examine the nature of the candidate's daily preparation to see whether any inadequacy in planning may be inviting or creating the problem.

6. See that the candidate receives specific advice about how to handle problems which may develop. For instance, one difficulty which beginners encounter early is classroom control and discipline. The STEP intern must quickly establish an atmosphere conducive to learning in the classroom. Although the problem of discipline is emphasized at a number of points in the program, the beginner frequently has not made the distinction between the roles of teacher and student. Because the beginner sometimes over-identifies with students, he or she may need help in achieving an appropriate professional distance.

7. Help the intern obtain feedback about performance and progress. As the resident supervisor makes clear his or her role as a friendly adviser, not an inspector, the neophyte teacher need not feel threatened. Some interns may seem to be defensive when constructive criticism is made, but there is no question that assistance is desired and needed.

8. Insure that the STEP intern does not assume responsibility for so many school activities that those extra duties begin to interfere with classroom teaching and obligations at Stanford.

9. Keep the appropriate administrators in the school informed about the candidate's progress as a classroom teacher and as a member of the school community.

Observation Categories. Criteria for Observation Categories of Resident Supervisors' Progress Report:

1. Purposes of lesson:
    - a. Lesson plans include written explicit purposes appropriate to the class and its learning activities and are expressed appropriately in behavioral terms
    - b. In planning, the intern takes departmental and school requirements into consideration
2. Organization:
    - a. Is well organized but flexible in planning and adopting alternative materials and procedures
    - b. Activities are relevant to the purpose
    - c. Appropriate variety of activities
    - d. Use of groups, role playing, students as teachers, other activities
    - e. Effectiveness of introducing and concluding the lesson
    - f. Motivation of student participation
    - g. Provides for student participation
    - h. Provides opportunities for students to identify and formulate purposes
3. Selection of materials:
    - a. Provides for variety of elements of curriculum and media
    - b. Provides for individual projects
    - c. Appropriateness to student level and level of subject being taught
    - d. Timeliness of materials, relating to current social developments
    - e. Provides for students' selection of materials
    - f. Uses resources available in the school and community and at Stanford
4. Quality of relationships with students:
    - a. Seems to have developed mutual respect and rapport
    - b. Recognizes the individual in the class
    - c. Shows genuine interest in students' interests outside of class
    - d. Identifies and accommodates an individual student's potential and/or problems
5. Pupil participation and attention:
    - a. Many students participate in discussions and other learning activities
    - b. Tries to elicit responses from the more silent students
    - c. Students listen to the intern teacher and to each other
    - d. Intern listens to the students
    - e. Students initiate some discussions

6. Effectiveness of lessons:
    a. Students participate to a reasonable degree
    b. Their participation contributes to the value of the lesson
    c. Activities seem appropriately timed and paced
    d. Intern and students seem to be enthusiastic about the lesson
    e. The intern effectively adjusts questions to which students do not respond
    f. Objectives for the lesson are closely related to what happens during the class

7. Formative evaluation:
    a. The intern adroitly treats students' responses or lack of them
    b. The intern recognizes and takes into account non-verbal signals in class
    c. The intern responds constructively to suggestions made by the resident and Stanford supervisors
    d. The intern's self-evaluation shows his or her perception of present performance and potential

8. Summative evaluation:
    a. The intern responds constructively to students' oral and written work
    b. The intern seems able to evaluate students' work fairly and equitably
    c. Objectives and means of evaluation are closely related

9. Capacity for self-evaluation:
    a. The intern seems to be perceptive of self and goals, both present and future
    b. Perceptive of self as a teacher

10. Relationship with school, STEP, and the community:
    a. Draws upon school and community resources
    b. Confers with librarians, counselors, nurses, coaches, and other school personnel about students and programs
    c. Participates in school activities in addition to those in his or her class
    d. Attitude toward, and ability to accept evaluations and suggestions made by resident and Stanford supervisors and by other members of the staff
    e. Invites resident and Stanford supervisors to visit classes and consults supervisors for help

11. General performance:
    a. Progress of intern's students as indicated in reports, observations
    b. Appropriateness of degree of social "distance" between intern and students
    c. Development of the intern throughout the year
    d. Promise of the intern for future professional development

Criteria for Selecting a Resident Supervisor. A Resident Supervisor should:

- Be analytical and realistic in his or her own teaching and that of others. The supervisor must recognize and have a tolerance for a wide range of teaching styles and differences in individual aptitude.

- Be able to serve as a good teacher model.

  Such an assessment may be based on the teacher's ability to use appropriately a variety of techniques and materials as judged by students, teaching colleagues, and administrators.

- Be a teacher who has major teaching responsibilities in the curriculum area in which the candidate is assigned.

  Effective supervision usually occurs when the resident supervisor and student share common interests in subject matter. It is particularly helpful if the candidate can view the resident supervisor as a curriculum resource person and as a teacher to observe and be guided by.

- Have a "free" period corresponding with at least one candidate teaching period so that classroom visitation can occur.

  Appropriate supervision by a resident supervisor is based upon his or her availability, on a regular basis, to observe and to confer with the intern. Conferring with the student is as significant as observing the student's performance, and the effectiveness of each conference depends upon information and impressions obtained through observation.

Stanford Supervisor's Responsibilities. The Stanford supervisor is an experienced teacher who is enrolled as an advanced degree candidate in the School of Education. Each supervisor works closely with a small group of interns throughout the four quarters of the program. During the Autumn, Winter, and Spring quarters, when the intern is engaged in the teaching practicum, the Stanford supervisor becomes a vital link between the University and the schools and communities. He or she helps to effect a transfer of the University elements of the program to the intern's responsibilities as a classroom teacher, and in doing so works closely with the resident supervisor.

The Stanford supervisors assume numerous responsibilities in their relationships with the STEP students. They range from directing the interns to appropriate classroom materials to helping plan a lesson or unit plan, from assisting with the process of integrating theoretical concerns with practical day-to-day methods, to meeting regularly with the Curriculum and Instruction professor and other supervisors to discuss intern progress and plan relevant units in the C & I course. The supervisor's central responsibility is to join with the candidate in helping to develop the individual's unique capacities for effective teaching. To that end, every Stanford supervisor observes the intern regularly.

Observations are followed by conferences, occurring as soon after observed lessons as possible. As in the case of the resident supervisor, "corrective feedback" is provided to the candidate, encouraging assessment of the consequences of teaching upon the cognitive and affective dimensions of the teaching-learning process. Video or audio taping, extensive note-taking, use of established observation schedules or systems are some of the techniques used by supervisors to bring the observable facts of intern and student behavior in the classroom to the conference-analysis session. As with the resident supervisor, the Stanford supervisor is responsible for "following-up" what is agreed upon in the conference analysis session with further observation of or conferences with the intern.

Stanford supervisors see open communication between themselves and the resident supervisor as central in helping the intern achieve his or her potential during the practicum. Hence, supervisors are eager to work with resident supervisors on problems concerning the intern's performance, attitude toward teaching, sense of responsibility, planning, or any problems related to the student's growth as a teacher.

Curriculum Design and Structure

The Stanford Teacher Education Program is designed to help prospective teachers develop their understanding of children, adolescents, schools and their surrounding communities. It also is designed to help the prospective teachers acquire the knowledge and skills essential to contributing responsibly and creatively to the education of their students. It is planned to help teachers identify learning styles, teacher-learning processes, and instructional problems; to develop a means of modifying styles, and to evaluate their impact upon students.

STEP must be completed in sequence. The program begins only in the Summer Quarter each year, and consists of four quarters of study at the university and part-time teaching experience. The School of Education minimum unit requirement for the California Single Subject Credential and for the degree of Master of Arts in Education is 46 quarter units earned at Stanford as a graduate student. This work must be distributed over three areas: (1) practicum experiences, (2) required professional education courses, and (3) required academic work outside of education. In some cases a total of nine quarter units previously completed as a graduate student may be accepted by the Committee on Curriculum and Teacher Education to count toward a minimum of 46 quarter units. Interns may take other courses as electives depending on personal preference and individual program need.

The Stanford requirements are in keeping with the Guidelines established by the California Commission for Teacher Preparation and Licensing which require that units for course work in education and practicum be equivalent. This means that 18 units of basic education course work will be required to equal 18 units of practicum. Practically, this means that interns' programs must be carefully structured to arrange for the most financially advantageous distribution of units. Each intern must consult carefully with an advisor for the best program early in the STEP year.

All interns are required to complete the following course of study.

Area of Study	Units	
Health and Adolescence/Introduction to Secondary Education	2	
Classroom Observation Techniques	1	
Curriculum and Instruction	4	
Foundations of Education (two courses)	6	
Special Education	1	
Reading	5	
TOTAL	19	(Professional Preparation)
Practicum	18	(Practicum Units)
TOTAL	37	
Academic work (work outside of education)	9	
	46	(Total units required for STEP)

Autumn, Winter and Spring practicum consists of a school year of successful teaching in a local cooperating secondary school, plus a total of 18 quarter units for the year. Although the sequencing of coursework is flexible, the following scheduling is typical of the curriculum required at STEP.

SUGGESTIONS FOR PLANNING STUDENT PROGRAMS FOR FALL, WINTER, SPRING, 1977-78

First Suggestion

Fall Quarter, 1978

Course	Units
Practicum and Practicum Discussion Group	1
Other units selected with advisor to meet required work in education or academic area outside of education and/or personal electives	7
	8

Winter Quarter, 1979

Course	Units
Practicum	1
C&I	2
Classroom Observation	1
and	
Other units selected with advisor	4
	8
OR	
Practicum	1
C&I	2
Other units selected with advisor	5
	8

Spring Quarter, 1979

Course	Units
Practicum	13-15
Classroom Observation (if student did not take Winter 1978)	1
Other units selected with advisor	7-12
C&I (option of professor if not offered Winter Quarter 1978)	2

Second Suggestion

Fall Quarter, 1978

Course	Units
Practicum and Practicum Discussion Groups	1
Other units selected with advisor to meet required work in education or academic area outside of education and/or personal electives	7
	8

Winter Quarter, 1979

Course	Units
Practicum	13-15
Classroom Observation (if student does not take Spring 1978)	1
C&I class	2
Other units selected with advisor	7-10

Spring Quarter, 1979

Course	Units
Practicum	1
Classroom Observation	1
Other units selected with advisor	6
	8
OR	
Practicum	1
Other units selected with advisor	5-7
C&I may be offered in Spring at option of professor	2

Third Suggestion

Fall Quarter, 1978

Course	Units
Practicum and Practicum Discussion Groups	13-15
Other units selected with advisor	10-12

Winter Quarter, 1979

Course	Units
Practicum	1
C&I	2
Classroom Observation	1
and other units selected with advisor	4
	8
OR	
Practicum	1
C&I	2
Other units selected with advisor	5
	8

Spring Quarter, 1979

Course	Units
Practicum	1
Classroom Observation (if student did not take Winter 1978)	1
Other units selected with advisor	6
	8
OR	
Practicum	1
Other units selected with advisor	5-7
C&I (option of professor if not offered Winter Quarter 1978)	2

During the fall, the interns take seven units of coursework required in education, or in a content area outside of education, or a combination of personal electives. It is suggested that the intern combines the practicum with a discussion group during this quarter.

The intern continues the practicum in the secondary school in the winter and additionally completes seven units of required university coursework, including classes in curriculum and instruction and observation. Four additional units of coursework can be selected under advisement.

The practicum is completed during the Spring term. The intern also is required to take seven to twelve additional units selected under advisement.

Curriculum Content. The STEP program can be broken into three components with one-third time spent in coursework in professional preparation, one-third of the intern's time spent in the student's specific field, and one-third of the intern's time teaching in a local secondary school for a school year.

Courses in specific subject matter taken in departments outside of education in the University are envisioned as increasing an intern's competence and as providing an opportunity to work with other graduate students. Courses in curriculum and instruction are also offered in specific teaching fields. Although these curriculum fields vary widely in nature and content (English, Music, Physical Education, and Social Studies), professors teaching in these areas emphasize the relationship between their disciplines and educational objectives, content organization, methods of teaching and evaluation.

To fulfill the requirements for the professional component, STEP interns take foundation courses in psychology, sociology, philosophy, and the history of education as well as courses in health, adolescence and reading. In keeping with Stanford's noted reputation as a research institution, interns become well acquainted with the extensive literature and research in their fields and with efforts to develop and implement new curricula and methods of teaching.

The third aspect of the STEP Program is the year-long practicum in a school in the vicinity of Stanford. The following is a description of the education courses required for successful completion of STEP.

Summer Practicum. The summer practicum is an introduction to teaching. Interns must register for a minimum of one unit of practicum during Summer Quarter. Practicum is intended to combine observing and tutoring with some teaching in a real classroom. Arrangements are made for interns to participate in summer classes that are part of the regular summer program offered by elementary and secondary schools in nearby communities. Each intern is required to spend the equivalent of at least three hours each morning in school while the local summer classes are in session. The nature and extent of these experiences vary considerably, depending upon the kinds of opportunities available in these summer classes. Interns in some subject matter areas spend more time in the schools than others. In conjunction with the practicum, weekly micro-teaching and discussion groups relate to the school experience. Micro-teaching is a condensed instructional situation focused on specific objectives. It is intended to provide an opportunity for close observation of teaching practices. The use of videotaping as part of the micro-teaching varies within STEP. Specific guidelines are given in the microteaching planning sessions held during the first week of the quarter.

Autumn, Winter, Spring Practicum. This consists of a school year from

September to June of successful teaching in a local cooperating school. Interns must register for a minimum of one unit in each of these quarters and a total of 18 quarter units for the year. In addition to their half-day teaching load, interns are expected to visit classes taught by other teachers, to confer with students and supervisors, and to participate in school life. To support the practicum experience, candidates must attend at least one School Board meeting, PTA meeting, Teachers' Association meeting, Department meeting and Faculty meeting.

All interns must attend a practicum discussion group in Autumn Quarter. The purpose of the practicum discussion group is to explore issues of concern for beginning teachers. Discussion groups are led by experienced teachers familiar with STEP.

Curriculum and Instruction in Single Subject Credential Teaching Fields. Curriculum and Instruction (C & I) is offered in Summer and Winter Quarters. Interns are required to take each C & I for 2 units. A third quarter of C & I is required for Music. These courses are offered by the intern's advisor and supervisors in his or her major field. Because interns in subject areas may not be meeting in a course as a group during either Fall or Spring Quarter, each C & I professor and supervisor meet with their interns as a group at least once during this quarter to discuss the interns' experiences in the program and schools, their suggestions for the program, and placement in schools for the next year.

Health and Adolescence/Introduction to Secondary Education. This course is intended to provide an overview of schooling and adolescent development. It includes topics such as the general role of secondary schools in America, adolescent physical and psychological development, schools in political and legal systems, and teacher professional requirements and responsibilities. Attention in the course is given to areas of special interest such as drug and alcohol education. The format for the course is lecture and discussion groups.

Classroom Observation Techniques. The course provides problem-oriented guidance of observations in multi-cultural settings. The class meets every two weeks during Winter Quarter to share experiences and structure future observations. The primary focus of the course is on visiting schools and completing the required observations.

Overview of Reading Instruction in the High School. This course is designed to help interns to provide reading assistance in all academic areas. The course meets twice a week and requires intern involvement in a reading practicum in a nearby school summer session. The reading practicum intends to provide STEP interns with the opportunity to observe and tutor students with reading difficulties. This course is required by California for teachers of any subject except industrial arts, physical education, music, art, or home economics.

Required Foundations in Education Course Work. Interns must enroll in two additional education courses. These courses fulfill the required professional education course work component of the Stanford approved teacher preparation program. These courses must come from three areas: (1) Philosophy or History of Education, (2) Psychology of Education, and (3) Sociology or Anthropology of Education. Interns must select two courses to meet the foundations requirements. Interns select one course from two of the three areas. For example, an intern who selects a course from Area 1, Philosophy or History of Education, and a course from Area 3, Sociology or Anthropology of Education does not need to take a course from Area 2, Psychology of Education. Each intern must select courses with advice from faculty. The following courses have been identified for STEP interns.

Candidates choose one course from two of the following three areas:

AREA 1

Philosophy or History of Education

Ed. 105	American Education and Public Policy (Autumn)
Ed. 200	History of Education (Summer)
Ed. 201	History of Education in the United States (Spring)
Ed. 203	Models of the Child in Contemporary Educational Thought (Autumn)
Ed. 204A	Introduction to Philosophy of Education (Autumn)
Ed. 303A	Philosophical Analysis: Cultural Pluralism

AREA 2

Psychology of Education

Ed. 130	Counseling and Therapy: An Introduction (Spring)
Ed. 136	Behavior Modification: An Introduction (Winter)
Ed. 215	Psychological Foundations of Education (Summer, Autumn)
Ed. 255	Human Abilities (Spring)
Ed. 311	Socialization of the Young in Contemporary Society (Winter)

AREA 3

Sociology or Anthropology of Education

Ed. 109A, B	Cultural Pluralism (Autumn)
Ed. 210	Sociology of Education: The Classroom (Summer, Autumn)
Ed. 211	Sociology in Action: The classroom and the School (Winter)

Ed. 216	Cultural Pluralism and American Educational Policy
Ed. 220C	The Social Sciences and Educational Analysis: Introduction to the Sociology of Education
Ed. 312A	The Low Status Student: Race and Social Class
Ed. 315	Cultural Transmission (Summer, Winter)
Ed. 440	Seminar in Bilingual/Bicultural Education, Research, Fieldwork and Implementation

Special Education. The central aim of the education of the exceptional child course is to 1) provide comprehensive insights into the strengths and weaknesses of the exceptional child; 2) enhance awareness of formal and informal means of assessing cognitive, affective, and perceptual strengths and weaknesses; 3) foster the planning and implementation of educational strategies to satisfy the assessed needs of the student; 4) offer techniques and strategies for working cooperatively with other professionals to develop and implement individual educational programs; 5) outline methods of effective congenial communication with parents and other professionals; and 6) highlight legislation and the implications it holds for management of the exceptional child.

Required Academic Work Outside of Education. Course work in academic areas is decided by the intern with the advisor's approval. All graduate students must enroll for nine units. Additional coursework may be needed to strengthen the academic background of the candidate.

Elective Courses. In academic areas or education, electives are selected by the candidate in conjunction with the advisor if the intern needs or wishes to exceed the minimum graduation requirement of 46 units.

The following arrangement of coursework and practicum units are suggested as possible ways to complete the program. Individual needs vary so each intern consults an advisor early in the STEP year to outline a total program.

SUGGESTED SUMMER PROGRAM

STEP recommends that interns enroll for at least 13 units during the summer completing the following program.

Course	Units
Health and Adolescence/Introduction to Secondary Education	2
Curriculum and Instruction	2
Reading	5*
Practicum	1-3
Foundations course in education or academic area	3-6
	13

Required courses in education available during the summer are typically Social Foundations of Education, Psychological Foundations of Education, and History of Education. Interns may enroll in one of these classes to complete one of the two required Foundations of Education courses, or they may also choose an academic course such as English, history, or poltiical science. These courses must be considered carefully with the intern's advisor in light of the intern's total program.

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*Optional for Music and Physical Education

EVALUATION

Evaluation procedures, formative in nature, consist of the interns' responses to questionnaires and are sent out in the fall and spring of the school year. General strengths and weaknesses of the program are analyzed in addition to questions concerning their professional preparation, field experience and coursework in their specific content area. A sample copy of this evaluation instrument is included at the end of this report.

SPECIFIC NOTES AND COMMENTS FROM THE ETS SITE VISIT TEAM

It was of great interest to the ETS site visit team to find that one of the oldest and best established intern training programs in the nation was going through a very serious internal examination--an examination that could have resulted in the phasing out of the program. Regular faculty support of and involvement in the program had diminished to the point where it was modest if not nonexistent. It was in this climate, then, that we interviewed participants in the Stanford Intern Program. Problems were surfacing and participants at all levels recognized them.

Several months after the site visit, we contacted the STEP office to see what changes, if any, had occurred. In our conversation with Dr. Robert Calfee, we learned that the University's administration and STEP faculty met to review and analyze the program's strengths and weaknesses and came to the decision to support the program.

The specific recommendations for changes which have been made or are in the process of being made are:

- To employ regular faculty members as part of the School of Education, to teach courses in STEP.
- To increase the number of content areas offered to include music, foreign languages, and science.

- To reinstate the STEP seminar in which top quality educators and researchers from throughout the country are brought to Stanford to present their ideas.

STEP can best be characterized as a program currently in transition. The faculty and administration should be applauded for its ability to recognize and act on problems inherent in their programs, and for supporting STEP as an important and valuable program that should be continued and strengthened in both its leadership roles in educational research and in teacher training.

Watching the program evolve through a critical transition phase was a unique opportunity for us. It is clear that as institutional interests and demands from society change, even successful programs must change in order to survive and to be relevant to the needs of its participants. The challenge to change must be a part of the planning, development and implementation of any program to assist beginning teachers.

The Problems of Beginning Teachers and the Solutions Offered by STEP as Viewed by Program Participants

The STEP intern program provides the beginning high school teacher with a gradual induction into the teaching profession and an opportunity to develop expertise in a particular content area. The STEP program has been notable for its ability to incorporate the growing body of research knowledge in education into the teacher preparation program.

The STEP interns' teaching experience is somewhat less than that of a full-time beginning teacher. At the same time, however, the intern is enrolled at Stanford and is responsible for taking from one to four courses per semester. Therefore, some of the problems described by those involved in the STEP program are related to the sometimes unhappy combination of role expectations inherent in being both a new teacher and a graduate student.

The Views of STEP Interns

The following is a summary of the problems described by the STEP interns:

- They had difficulty translating the theoretical materials presented in classes at Stanford to the reality of classroom.
- They were uncomfortable with the very high expectations from university faculty.
- They had trouble dealing with the tight schedules in terms of teaching and taking classes at Stanford.
- They felt the need for more feedback.
- They felt the need for suggestions for solutions to immediate problems relating to classroom teaching. When asked what solutions they would like to see offered, students stated that increased relevance of coursework would be helpful.

The Views of STEP Faculty

When asked to describe the problems of the beginning teachers in the program, STEP faculty noted two major problems:

1. An identity crisis that beginning teachers experience in the dual role of teacher and student. This stems, in their view, from difficulties "understanding" authority.
2. Cognitive dissonance: interns found that models they have been discussing and reading about in their coursework at Stanford are often contradicted by the reality in their school placements.

When asked to describe the advantages of the program, they responded:

- The excellent library provides superior reference facilities.
- The exposure of the students to well-known experts in their specific areas.
- The sharing of experiences and subsequent discussions were helpful in putting students' problems into perspective.
- The utilization of the micro-teaching technique. Communication and technical skills, in addition to the content information are analyzed by the student and supervisor for immediate feedback.
- The selective nature of the program ensures top caliber students.

The Views of Cooperating Teachers

Two cooperating teachers were visited at their school locations, Gunn High school in Palo Alto and Los Altos High School, a near-by suburb of Palo Alto. Both teachers previously had been interns in STEP.

Citing problems of beginning teachers, these two responded in this manner:

- Classroom management and organization
- Difficulty in getting information about school procedures, i.e., discipline problems, state mandates.
- Acceptance into the teachers' informal social structure; new teachers were frequently ignored by the older, tenured teachers.

When asked how the STEP program assists in meeting the problems of the beginning teacher, they said STEP:

- Provided a supervised teaching experience in conjunction with the theory and research emphasized in the coursework.
- Offered information on curriculum development.
- Provided daily feedback on lesson presentation.
- Provided assistance in longer range planning.

SUMMARY

It is our guess that this exemplary program will continue to evolve in ways that will be useful to teacher training institutions throughout the nation. We suspect that the current involvement and commitment of faculty and administration will help renew the program in ways that will link the academic program more closely to the needs of their interns.

The current and past STEP interns described basic, nitty-gritty, "survival" kinds of problems. The program elegance provided by the integration of research knowledge and outside expertise may need to be balanced with a faculty effort to provide practical support to their interns--at least during the first few critical months of teaching. An historical weakness seems to be that university supervision was the exclusive purview of graduate students, not faculty members. The reinstatement of the General Seminar will, no doubt, do much to increase faculty involvement with the reality based concerns of their interns.

STEP EVALUATION - SPRING 1979

DIRECTIONS: This questionnaire focuses on identifying the strengths and weaknesses of STEP in order to improve the program for the coming year. It is not intended to duplicate course evaluations in the School of Education.

Please respond to each statement or question to indicate how you feel about the program at this time. Your responses will be confidential. You may skip any item if you feel your answer would identify you.

Background Information

By June, 1979, I will have paid _____ full quarters tuition;
I will have paid _____ half-time tuition.

Subject Area ______________________________

School Assignment(s)______________________________

Circle the terms that accurately describe you.

____ Two Period Intern
____ One Period Intern
____ Student Teacher with Instruction Assistant Pay
____ Male
____ Female
____ Student Teacher with No Pay

A. Coursework	Needs Improvement	Satisfactory	Good	Excellent	Comments
The School of Education offered courses I wanted to take at times that would fit into my schedule of practicum activities.					
My coursework in Education taught me educational concepts and principles which were applicable to my own teaching.					
C & I classes provided opportunities for me to share practical teaching problems and suggestions with other students.					
C & I classes were sources of useful curriculum ideas and instructional techniques.					
Overview of Reading Instruction, Ed. 297x, helped me to identify and care for the students in my classes who needed special reading instruction.					

	Needs Improvement	Satisfactory	Good	Excellent	Comments
6. Health and Adolescence, Ed. 240, provided an overview of schooling and adolescent development that helped me to understand my students and my school.					
7. Observation of Classrooms, Ed. 272, included assignments that helped me to analyze and understand classroom interactions.					

8. Please name the most useful courses you took in the School of Education, and explain as specifically as you can how they helped you.

Best course ______________________________

Second best ______________________________

Third best ______________________________

9. Please name the least useful courses you took in the School of Education, and explain as specifically as you can how they failed to help you.

Worse course ______________________________

Second worse ______________________________

Third worse ______________________________

10. Overall, were you satisfied with your coursework in education? yes____ no ____
Comments about education coursework:

11. Can you suggest any courses in the School of Education or in other departments that should be added to the list of suggested options for satisfying the foundations of education requirement?

B. Teaching Practicum (Fall/Winter/Spring)	Needs Improvement	Satisfactory	Good	Excellent	Comments
1. My practicum experience provided ample opportunity for developing my planning and teaching skills.					
2. When I wanted help with curriculum planning or ideas for lessons, I could get it from my resident teacher or department chairperson.					
3. My resident teacher observed me regularly and offered appropriate comments on my lessons and teaching techniques.					
4. My supervisor observed me conducting a variety of classroom activities.					
6. My supervisor made useful suggestions regarding teaching techniques and methods for handling class routines or discipline problems					
7. My supervisor made useful suggestions regarding my curriculum and lesson planning.					
8. My supervisor helped me to understand and adapt to the expectations of administrators, department chairpersons, and/or resident teachers.					
9. My supervisor provided encouragement and support as I developed my self-confidence and leadership.					

	Needs Improvement	Satisfactory	Good	Excellent	Comments
10. My supervisor helped me to understand and improve my relationships with individual students.					
11. My supervisor was available for discussion when I had special problems or concerns.					
12. My supervisor met with school administrators, my department chairperson, and my resident supervisor to discuss my progress as a teacher.					
13. My supervisor was open and accepting of my point of view.					
14. Practicum discussion groups provided opportunities for me to share my practicum experiences with other students in STEP.					
15. Practicum discussion groups helped me cope with the pressures of being a beginning teacher.					
16. In retrospect, I believe that summer Microteaching was a useful beginning for my practicum experience.					
17. I had adequate opportunities during my practicum experience for interacting and exchanging ideas with my colleagues.					

18. How often was your resident supervisor or school-assigned supervisor present in your class while you were teaching?

___ More than once a week ___ Once a week ___ Twice a month ___ Once a month ___ Other (specify) ____________

19. How often did you have a planning session with your resident supervisor or department chairperson?

___More than once a week ___Once a week ___Twice a month

___Once a month ___Other (specify)________________________________

---

20. Do you feel you had adequate supervision from school personnel?

___yes ___no Comments:

---

21. Approximately how many times were you observed by Stanford supervisors between September 1977 and May 1978 ________

---

22. How much contact did you have with STEP supervisors other than the supervisor assigned to you?

Would you have preferred alternatives to the assignment of a single STEP supervisor to work with you?

Can you make specific suggestions for changes?

---

23. How often did you use other STEP interns as resources (e.g. sharing ideas, cooperating on planning, or doing peer evaluations)?

___More than once a week ___Once a week ___Twice a month

___Once a month ___Other:________________________________

---

24. Were you satisfied with your practicum experience?

___yes ___no Comments:

C. STEP in General	Needs Improvement	Satisfactory	Good	Excellent	Comments
1. My C & I professor was responsive to my questions or problems with STEP.					
2. Program director Barbara Pence was responsive to my questions or problems with STEP.					
3. Placement director Winifred Coomb was helpful in locating practicum placements that were suitable for my background and interests.					
4. The Student Advisory Board dealt effectively with issues of concern to STEP students.					
5. Students were kept adequately informed of events, requirements, and deadlines throughout the year.					
6. STEP provided a satisfactory balance of coursework in education, supervised practicum experience, and academic work or electives.					
7. The activities during orientation week in June, 1978 helped me to know what to expect and to get a good start on the program					

8. Did you perceive STEP as a unified, integrated program with specific aims that were clear to you?

____yes ____no Comments:

---

9. Did the program help you to become the kind of teacher you envisioned yourself becoming?

____yes ____no Comments:

---

10. What could STEP do in coming years to improve cooperation with local school districts in providing better practicum experiences?

---

11. The pressure, stress, and effort required for completing the program's coursework, practicum experience, and other activities were:

____Very easy
____Moderate
____Difficult but reasonable
____Unreasonably difficult

---

12. Major strengths of STEP were:

1.)____

____

13. Major weaknesses of STEP were:

1.) ______________________________________

2.) ______________________________________

3.) ______________________________________

---

14. I plan to actively seek a teaching position for next year. yes____ no____

If your answer to 14 above was yes, please state those characteristics of a teaching situation which have encouraged you to continue teaching.

If your answer to 14 above is no, please indicate your reasons and explain what conditions would be necessary for you to want to continue teaching.

15. Other comments or suggestions (Use back if necessary):

SITE VISIT II: **RESIDENT TEACHER MASTER'S DEGREE PROGRAM**
University of Oregon
Eugene, Oregon

DATE: October 14-16, 1979

INTERVIEW TEAM: Mary Lee Fisher
Roni Simon

PROGRAM CONTACT: Dr. Calvin Zigler
(503) 686-3530

The Resident Teacher Master's Degree Program was initially described to us by Edna Kehl, who had been involved in the development of the graduate residency model from its beginnings as an undergraduate or intern model program. The Resident Program is a fifth year graduate level program designed to meet the complex needs of the beginning teacher. The program is a very successful cooperative effort of school districts and the university.

The quality and the structure of the district and University collaboration might well serve as a model for any institution of higher education training teachers. By literally bringing school site staff into the university structure and into the decision-making process, and by going out to cooperating districts and involving key district people in the design, implementation, and improvement of the program, a truly collaborative effort has been effected.

The interview team visited the program during October of 1979. We appreciate the time and thoughtful planning the program staff devoted to this important site visit. Because of the planning, we were able to meet with a representative group of participants and implementors at each level of the Resident Teacher Master's Degree Program. Interviews were conducted with the Program Director, Dr. Calvin Zigler; Assistant Director, Virginia Schwartzrock; Program Designer, Edna Kehl; three school district principals, three supervisors, three clinical professors, and four beginning teachers. Without their cooperation and support we could not have gained an understanding of the program.

The following report reflects information gathered from these meetings, and from descriptive materials and reports provided by the Resident Teacher Master's Degree Program staff.*

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*Major sections of this report are excerpted from the following reports:

1. University of Oregon, Advanced Program Resident Teacher Master's Degree Program, MRT 1-16, 1979.
2. University of Oregon, Resident Teacher Master's Degree program, Field Centered Inservice Year, Program Description and Guidelines, Sections 1-6.1, 1979.

THE HISTORICAL DEVELOPMENT OF THE RESIDENT TEACHER MASTER'S DEGREE PROGRAM

The Resident Teacher Master's Degree Program is an outgrowth of the University of Oregon's Internship Program. The Internship Program began in 1963-64 when the Oregon State Board of Education received a four-year grant from the Ford Foundation to fund "experimental programs of extensive activity designed to improve teacher education." A clear provision of the grant was that recipients establish internship programs operated cooperatively by colleges, universities, and participating school districts. One of the State Board's goals was to have 90% of Oregon's teachers prepared through a fifth year internship route by 1970.

Each of the six Oregon public institutions of higher education, a few of the private colleges, and approximately twenty-three school districts were selected to participate in Oregon Program activities related to teacher education. As part of these activities, the University of Oregon instituted its original internship program in 1963. Two categories of students were served under the original program design: baccalaureate degree students with little or no previous preparation in teacher education, and undergraduates working toward certification through the four-year program but desiring a fifth year of internship experience. Interns were placed in cooperating school districts for a full school year, received approximately two-thirds of a beginning teacher's salary during the internship, and participated in special classes and supervisory services planned and conducted by Resident Clinical Professors, jointly appointed between the University and the cooperating districts.

The Board's goal of 90% by 1970 was never reached. With the termination of Ford fund support, most institutions and districts began phasing out their internship programs, citing extra costs as the determining factor. The State Board was subsequently unsuccessful in attempts to secure special funds from the Legislature for continuing support of the internship concept.

The University of Oregon is one of only two institutions in the state that has maintained a fifth year internship experience for teachers while, at the same time, offering course work to qualify candidates for a Master's degree in Curriculum and Instruction. The program designator has also been changed through the years, from its original title of the University of Oregon Intern Program to the University of Oregon In-Service Year Program to the current description, Resident Teacher Master's Degree Program. The secondary level program is currently being phased out, as the number of positions that remain open to residents decreases. The elementary level program will remain in place.

RATIONALE FOR THE RESIDENT TEACHER MASTER'S DEGREE PROGRAM

The Resident Teacher Master's Degree Program includes four terms of graduate study combined with a year of full-time teaching under the direction of master teachers and jointly appointed School District-College of Education faculty. The Resident Teacher Program provides relevant graduate teacher education for the resident teacher and also contributes significantly to all participants.

Advantages to the resident teacher include the following:

- A clear understanding is acquired of the relationship between educational theory and classroom practice, because the seminars and supervised teaching are presented in a coordinated manner.
- Competent professional skills are developed through sustained practice under the guidance and supervision of public school and University supervisors.

- Entry into teaching, a complex world, is smoother with the help of supportive supervisory personnel.

- Confidence in the use of a variety of teaching strategies and the development of a valued personal teaching style is acquired through exploring, evaluating, and practicing instructional and management techniques.

- Considerable depth in methodology and techniques in a specialization area is afforded by the opportunity to take additional summer courses in one designated area.

Advantages to the School District include:

- The district is able to monitor the beginning teacher and educational program progress more often and more effectively in a period of greatest teacher need.

- The district is insured more careful selection of beginning teachers and at the end of the residency year will have considerable substantive evidence to help in hiring decisions.

- The district receives the benefit of having up-to-date theory and practice in operation in its classrooms.

- Teachers and administrators can have first-hand contact for academic and program advising through the University of Oregon Clinical Professor.

Advantages to the staff of each Individual School Building are:

- The entire staff can profit from new methods and materials generated through the Resident Teacher Master's Degree Program.

- The continuous planning, training, and supervision of resident teachers can generate insight within the school staff into professional growth and the need for advanced training.

- A team approach can be utilized in solving "first-year" problems.

- The University supervision expert can give direct training to building supervisory staff.

Advantages to the children are:

- The resident teachers' and their supervisors' constant search for better ways to educate and to teach skills results in better education for individual pupils.

- Added supervision ensures that the beginning teacher does not develop "blind spots" in which individual pupil's needs are overlooked.

- The joint effort of the resident teacher and supervisor is a guarantee that the student participates in a balanced curricular program as planned by the district.

- Student needs, which result in problem behavior, can usually be attended to more quickly with the resident teacher and supervisor involved than in the conventional situation where the building principal must spread his time over a greater range of problems.

DESCRIPTION OF THE RESIDENT TEACHER MASTER'S DEGREE PROGRAM

The Resident Teacher Master's Degree Program is a cooperative effort of the University of Oregon and school districts from the following areas in Western Oregon:

- District "4J" includes Eugene, Springfield, Junction City, Fern Ridge, and Crow Applegate
- Roseburg, South Umpqua
- Suburban Portland
- Bend-Redmond area
- Coos Bay area

This year 30 resident teachers were placed in elementary schools while enrolled in the Master's Degree Program at the University of Oregon. The residency phase of the teacher preparation program takes place in a public school setting. The quality of the residency experience is largely determined by the quality of the instructional program, the competence of the school staff, and the program's commitment to the preparation of teachers. Criteria for the selection of public schools to cooperate in the program are:

- An instructional program of recognized quality in which resident teachers can be placed.

- A willingness to participate on the part of the school district and the particular school in which a resident teacher may be placed.

- A willingness to cooperatively develop a set of working agreements with the University covering all major aspects of the residency program.

Governance

Because the progam is a cooperative university and school district program, a basic agreement on certain procedures is necessary in order to provide the most effective and beneficial experience possible for residents participating in the program.

These include the following:

1. Recruitment
   Persons likely to meet the selection requirements for the teaching residency will be recruited from teacher education programs of the University, school district, institutional placement bureaus and counseling offices throughout the state and nation.

2. Application
   The initial inquiry to enter the program is made by the candiate to the Coordinator of the Resident Teacher Program, College of Education. During this inquiry, information describing the program is given and, if the candidate appears to meet the criteria for selection, he or she is encouraged to make formal application and establish a file of personal data required for screening. Materials required for the file include:

   a. Application for resident teaching.

   b. Official transcripts showing all previous college work.

   c. For elementary candidates a review of credentials by representatives from elementary education.

   d. Three recommendations from individuals having knowledge of the candidate's past scholastic abilities or related professional experience.

3. Selection Procedures
   The University hopes that students who wish to follow the teaching residency route into the profession will be identified early in their preparation. However, final selection of candidates is made during the academic year prior to the residency year. The procedures followed include:

   a. Selection by school district and University of Oregon personnel according to specified criteria. The screening personnel will include the Coordinator of schools, and teacher education advisors from the schools and departments of the University responsible for the subject matter areas of the candidate's teaching field.

b. Criteria for selection

- Eligible for admission to the graduate school
- Evidence of a sincere interest in the teaching profession
- Appropriate subject matter and professional education background as defined by the total preparation program for teaching credential, i.e., the candidate must be eligible for an Oregon Basic elementary or secondary certificate by the time the on-site teaching experience begins.
- Personal fitness for teaching as determined by conference, interview, and reference.

c. Selection by School District
Those candidates' credentials selected through the screening process are sent to the various participating school districts having resident teacher openings. The participating school districts screen the applications, and arrange interviews according to their own hiring policies. The university facilitates the process according to school district needs and requests. Final selection is made when a participating school district reaches an agreement with an individual for a specific resident teaching assignment and that individual signs the special Resident Teacher Program contract.

d. Placement of Resident Teachers
It is desirable that participating school districts notify the coordinator of the Resident Teacher Program of openings for teaching residents as early as possible each academic year.

It is assumed that every effort is made by the school districts to place the resident teacher in an assignment that provides maximum opportunity to gain competence in the practice of teaching.

The Resident Teacher Master's Degree Program is a field centered graduate program restricted to a select group of certificated teachers who, for the most part, are new to the profession. With the exception of twelve credit hours, program participants follow a prescribed sequence of courses offered at various off-campus centers. Coordination, instruction, advising, and supervision of most aspects of the program are provided by qualified clinical professors, jointly appointed between the College of

Education and participating school districts, and by a university staff member of the College of Education. The university staff member serves as overall program coordinator in addition to serving as a clinical professor with a portion of the resident teachers. Day-to-day governance is provided at each field center by the respective clinical professor, the in-building supervisor, and the normal administrative processes of the school district. The program coordinator and clinical professors serve as a program consortium council and meet for a minimum of two days each month to engage in program decision-making, coordination of instructional effort, and upgrading of supervisory skills.

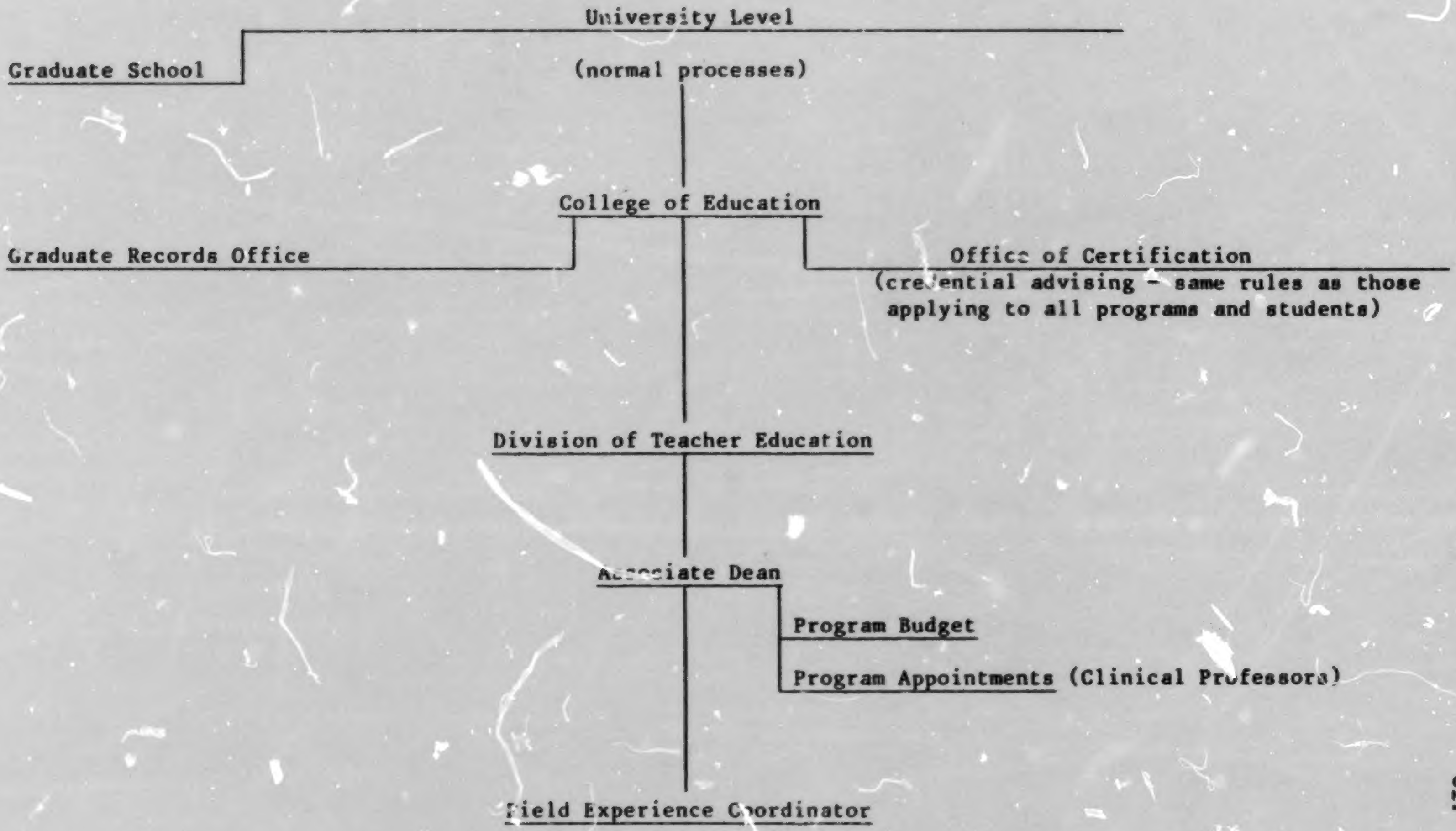
Vertical governance from the university to the local school setting demands, for the most part, that the clinical professors provide the necessary day-to-day communications linkage. Contract negotiation, problem situations, and some aspects of the application-hiring process occur directly between the program coordinator and the administrative heads of the participating school districts.

The Resident Teacher Master's Degree Program is a program in the area of Curriculum and Instruction within the Division of Teacher Education and, as such, follows division policy determined by guidelines created by the associate dean, the Curriculum and Instruction Graduate Council and the Field Experience Office, with the program coordinator immediately responsible to the coordinator of field experience. The field experience coordinator meets with the consortium of clinical professors and the program coordinator at least twice yearly and otherwise as needs require. Because the program and field experience coordinators have offices at the Field Experience Center, day-to-day communication is an ongoing process.

The Governance Structure is shown in Chart I provided by program staff.

GOVERNANCE STRUCTURE

CHART I
Resident Teacher Master's Degree Program


University Level
Graduate School
(normal processes)
College of Education
Graduate Records Office
Office of Certification
(credential advising - same rules as those applying to all programs and students)
Division of Teacher Education
Associate Dean
Program Budget
Program Appointments (Clinical Professors)
Field Experience Coordinator

One of the strengths of the Resident Teacher Master's Degree Program is that it is flexible enough to be able to develop five different clinical professorship models, according to the staffing needs of the cooperating school districts. For example:

- Hillsboro is a model in which the clinical professor also acts as the building supervisor; he enjoys a joint school district-university appointment.

- District 4J utilizes the expertise of a curriculum associate who is available 1/3 of his or her time to the resident in addition to other duties; the clinical professor enjoys a joint school district-university appointment.

- Crow Applegate-Lorane-Fern Ridge/Junction City/ Springfield all utilize models in which the building principal, a counseling teacher, or a building supervisor are available to the resident teacher; the clinical professor is employed by the university, not by the school district.

- Roseburg utilizes a model in which a counseling teacher acts as a supervisor. This person is also a full-time teacher. He or she is given 12 days release time to work with the clinical professor and the resident. The clinical professor in Roseburg enjoys a joint school district-university appointment. She spends 1/2 her time as a clinical professor and the other 1/2 is spent as a reading coordinator for the district.

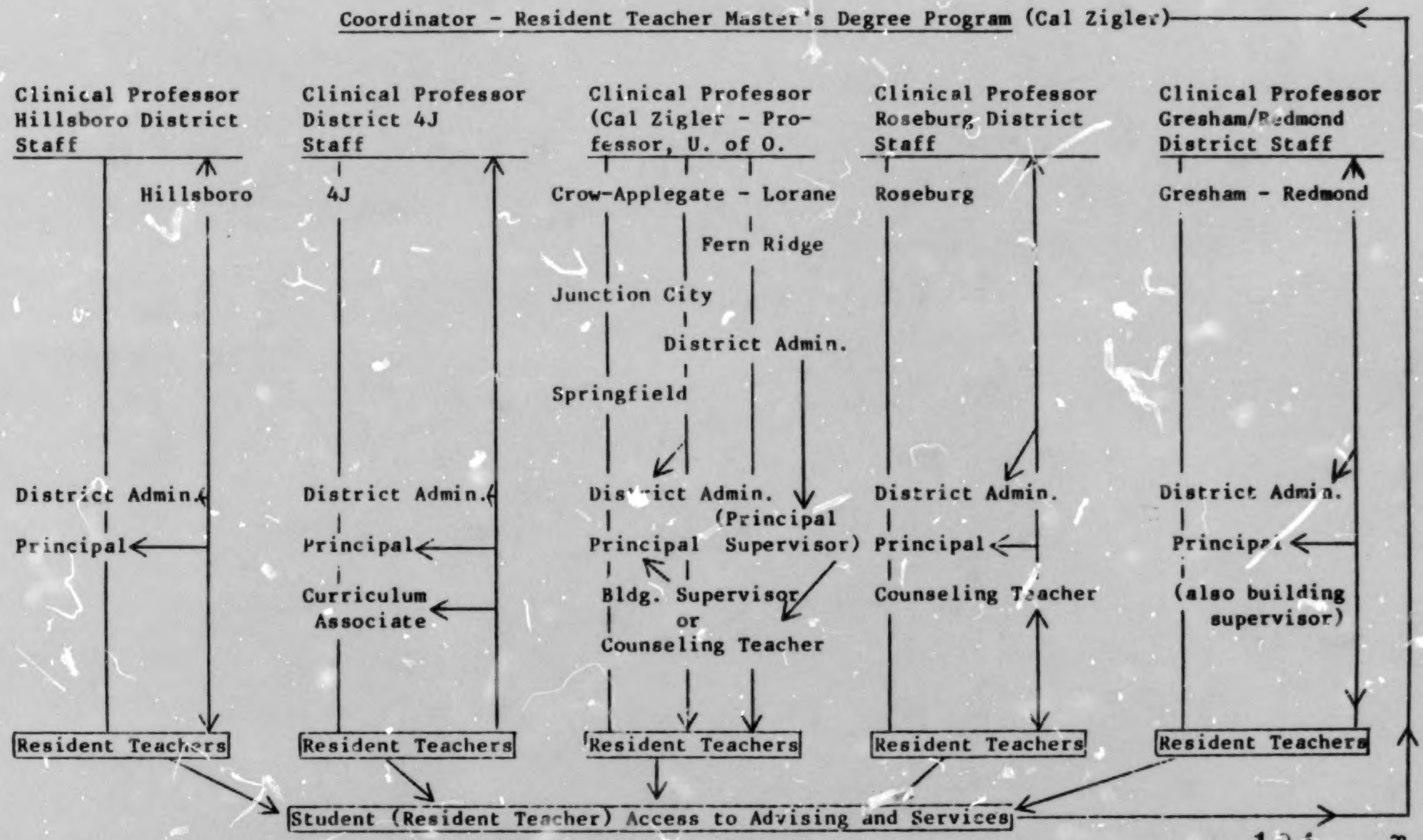
- Gresham/Redmond utilize a model in which the principal acts as the building supervisor to the resident teacher. The clinical professor enjoys a joint school district-university appointment.

Chart II shows the relationships of participants with the five clinical professor models in the Resident Teacher Master's Degree program.

GOVERNANCE STRUCTURE
Five Clinical Professorship Models

CHART II

Field Experience Coordinator


Coordinator - Resident Teacher Master's Degree Program (Cal Zigler)
Clinical Professor Hillsboro District Staff
Clinical Professor District 4J Staff
Clinical Professor (Cal Zigler - Professor, U. of O.
Clinical Professor Roseburg District Staff
Clinical Professor Gresham/Redmond District Staff
Hillsboro
4J
Crow-Applegate - Lorane
Fern Ridge
Junction City
District Admin.
Springfield
Roseburg
Gresham - Redmond
District Admin.
Principal
District Admin.
Principal
Curriculum Associate
District Admin.
(Principal Supervisor)
Principal
Bldg. Supervisor or Counseling Teacher
District Admin.
Principal
Counseling Teacher
District Admin.
Principal
(also building supervisor)
Resident Teachers
Resident Teachers
Resident Teachers
Resident Teachers
Resident Teachers
Student (Resident Teacher) Access to Advising and Services

CRITICAL COMPONENTS

The Resident Teacher Program combines graduate study with a year of full-time teaching in a public school under the direction of jointly appointed school district and College of Education faculty. Successful completion results in the awarding of a Master's degree in Curriculum and Instruction through the College of Education. The program's objective is to provide the opportunity to relate educational theory to classroom practice, and to develop advanced teaching skills through cooperative planning and supervision in an on-the-job setting.

The efforts of those filling the following positions are essential: the resident teacher, supervising teacher, clinical professor, curriculum associate, and the building principal. The relationship of these positions is shown in the diagram titled CHART II: Five Clinical Professorship Models. The qualifications and responsibilities of these people are as follows:

The Resident Teacher

Qualifications of a resident for admission into the program include:

- Qualifying for, or holding a basic elementary or secondary Oregon teaching certificate
- Entering the first year of teaching (some have 1-4 years' experience)
- Baccalaureat degree in Education
- A 2.75 G.P.A.
- Positive recommendations as provided by the student

Responsibilities of the Resident Teacher:

The resident should participate in all general work activities: 1) teaching, 2) inservice, 3) extra duties. At the elementary school level the maximum teaching load is the full school day. The schedule for the program should provide opportunities for conferences with the resident and for observation by the supervising teacher.

Resident teachers should be assigned any and all extra-class responsibilities that are assigned the other teachers. No extra duties are assigned during the first month; the type of extra duty is rotated frequently so several experiences can be had; the resident teacher is responsible for only one extra activity at a time.

During the resident teaching period, the teacher is required to participate in university seminars and practicum classes each term. If the resident is teaching a maximum load, he or she cannot carry additional academic course work. The only exception to this rule may be in instances of certification deficiencies. Exceptions are granted with the approval of the coordinator of the Resident Teacher Program.

During the teaching phase of the program, the resident assumes two roles:

1. Teacher

In the teaching role, the resident is responsible to the same authorities as are other teachers in the school district. He or she is directly responsible to the building principal for carrying out district policies and procedures.

2. Student

As a student, the resident enrolls for seminar courses and is responsible to the instructor for the completion of course requirements in these seminars. The resident is also engaged in a learning situation through participation in the practicum under the guidance of a supervising teacher in the school and a university supervisor. The resident is responsible for working cooperatively with all school and university personnel to achieve increased teaching competence. For example, the resident is expected to:

- Write and discuss lesson plans with the supervisor. Lesson plans should include behavioral objectives and procedures.

- Make detailed plans for lessons to be observed by supervisors or clinical supervision teams as scheduled.

- Participate in group supervision as a supervisee and as a member of a supervision team. (Not applicable to all participating districts.)

- Expect to be observed regularly by the supervisor and to discuss lesson data with him or her.

Supervising Teachers

Supervising teachers are selected and assigned by the school district according to the following qualifications:

- Hold a regular Oregon certificate.
- Have exhibited personal social behavior patterns desired in a supervising teacher.
- Have had some type of formal instruction in the supervision of teachers in training.
- Have a good knowledge and understanding of concepts and principles involved in the teaching-learning process as well as the practical applications of these concepts and principles.
- Be able to communicate on matters pertaining to the nature of learning, the nature of the learner, the goals of education in American society, social foundations of education, and the methodology of teaching, with the ability to see the interrelationship of these and to make daily decisions consistently in a way that reflects this insight.
- Be skilled in the subject matter areas for which the resident teacher is responsible.
- Be able to identify cues which indicate problems, strengths, and weaknesses of students as well as readiness patterns for next steps in the learning process; be equipped with a variety of techniques to deal with these; and be able to communicate these in such a way that the resident teacher will have an opportunity to acquire these vital competencies.
- Be able to evaluate the progress of the resident teacher in the attainment of the competencies desired in a teacher and to be able to offer continuous progress towards the development of his or her optimum potentialities for teaching.
- Have exhibited and continue to exhibit a high degree of professionalism.
- Be highly skilled in the proper utilization of modern technological devices and be familiar with various staff utilization possibilities.
- Be highly conversant with state and district curriculum requirements so that all programs are implemented in a timely fashion.

The average amount of the supervising teacher's expended time per resident teacher is:

1st quarter - 5 hours per week
2nd quarter - 4 hours per week
3rd quarter - 3 hours per week (May vary according to individual needs.)
4th quarter - 1-2 hours per week (May vary according to individual needs.)

A supervising teacher is released full-time for supervision when assigned five to six resident teachers. Decreasing supervisory time for one resident teacher results in an increase for those who are in greatest need. Where the situation permits during spring quarter, the supervisors spends some amounts of time interviewing and recruiting next year's resident teachers.

In instances where a supervising teacher cannot be provided released time to work with the resident teacher, a district considers providing additional compensation for extra hours (e.g., like a coaching increment) and supplying a substitute on days when the supervisor makes in-class observations.

The supervising teacher is responsible for the induction of resident teachers into the profession. The supervising teacher therefore orients the resident teacher to the school and community, and helps clarify policies and procedures of the school district and building for the resident teacher.

The supervising teacher also acquaints the resident teachers with the instructional program, teaching materials and supplies, and special resource persons available by:

- Securing all guides and manuals that are to be used by the resident teacher.
- Exploring IMC and other catalogs of materials and supplies.
- Arranging to use the services of district consultants.

The supervisor helps the resident teacher to develop skill in the analysis of teaching by:

1. Planning for individual observations on a regular basis to gather data by means of one or more of the following:
    a. Verbatim analysis
    b. Task analysis
    c. Teacher Flow Chart
    d. Interaction Analysis
    e. Other suitable instruments

2. Giving resident teachers opportunities to analyze data by:
    a. Encouraging and helping resident teachers to analyze written data.
    b. Encouraging resident teachers to gather data on selves by means of the following:
        1) Tape recorder
        Record class session and analyze. Supervision group or supervisor records and analyzes cooperatively with resident teacher.

2) Video Tape
Televise class session. Resident teacher analyzes it alone; resident teacher and team, or supervisor analyze it together.

3. Following up observations or data-gathering with conferences.

4. Arranging clinical supervision on a regular basis.
   a. Plan conferences
   b. Observe to gather data
   c. Allow time for the resident teacher to read the data
   d. Analyze the data
   e. Hold a group conference, including the resident teacher, to discuss the data gathered
   f. Conduct a post-analysis of the conference

5. Providing time for resident teacher to observe other teachers.
   a. Resident teacher gathers data
   b. Resident teacher analyzes data
   c. Confer following the lesson

6. Relieving resident teachers to participate on clinical supervision teams.

7. Teaching cooperatively in the classroom with the resident teacher.
   a. Follow the pre-determined plan for the lesson
   b. Confer with the resident teacher whenever possible during the lesson
   c. Confer following the lesson

The supervisor serves as a consultant to the resident teacher in planning and implementing the instructional program by:

- Making available individual conference time at least once a week.

- Helping resident teachers establish the habit of making written weekly lesson plans. These plans should include behavioral objectives and specific procedures.

- Helping the resident teacher interpret courses of study and assisting him or her in selecting and preparing teaching units for the year.

Additional responsibilities of the supervising teacher include:

- Organizing a series of classroom demonstrations by competent teachers to illustrate teaching procedures.

- Serving as a resource to the resident teacher through sharing new ideas, suggesting professional reading, introducing the use of new supplies and equipment, etc.

- Helping the resident teacher find a place in the faculty.

- Conferring regularly with the resident teacher concerning the ever-recurring problems in the life of a new teacher.

- Periodically releasing the resident teacher by teaching the class so that the resident can visit other teachers or do other professional tasks.

- Planning cooperatively with the clinical professor ways to help the resident teacher increase competence.

- Continuing professional development in supervision through reading, attending seminars for supervising teachers, taking classes in supervision, and/or discussing teaching competence and its improvement with professional colleagues.

The Clinical Professor

Clinical Professors have faculty status at the University of Oregon. Qualifications and criteria for selection include:

- Successful classroom experience at the level in which he or she will be supervising: i.e., elementary, junior high or senior high.

- Previous experience in supervising teachers in training.

- Good knowledge and understanding of the concepts and principles involved in the teaching-learning process as well as the practical applications pertaining to the nature of the learner, the goals of education in American society, social foundations of education, and the methodology of teaching. Should be able to see the inter-relationship of these and to consistently make daily decisions in a way that reflect this insight.

- Skilled in the subject matter areas for which the resident teacher is responsible.

- Able to identify cues which indicate problems strengths and weaknesses of students as well as readiness patterns for next steps in the learning process; should be equipped with a variety of techniques to deal with these; and should be able to communicate with the resident teacher in such a way that the teacher will have an opportunity to acquire and refine these vital competencies.

- Able to evaluate the progress of the resident teacher with respect to the attainment of the competencies desired in a teacher and be able to offer positive suggestions for improvement to enable the resident teacher to make continuous progress towards the development of his optimum potentialities for teaching.

- Exhibit a high degree of professionalism, especially in the area of ethics.

- Be familiar with various modern technological devices (and have an understanding of their strengths, weaknesses, and limitations) in order to help the resident teacher learn how to select the correct device needed to accomplish specific tasks with which the resident teacher is confronted.

- Exhibit personal social behavior patterns desired in a college instructor.

- Have a thorough knowledge and understanding of various organizational patterns for carrying out the instructional program, such as team teaching, ungraded primary, self-contained classroom, departmentalization, grouping and other new patterns or structures designed to make better utilization of the time of staff and students to maximize learning for the students, or to attain other goals for which the school exists.

Role of the Clinical Professor includes work with resident teachers and supervisors by:

- Helping the resident teacher to develop skill in self-analysis of his teaching.

- Serving as consultant to the resident and supervising teacher in planning and implementing the instructional program.

- Serving as a resource to the resident teacher and supervising teacher through sharing new ideas, suggesting professional reading, and planning active research.

- Assisting the supervising teachers in coordinating resident teacher seminar and practicum experiences with school experiences.

- Teaching required seminars and practicum classes or provide instruction when special expertise is needed.

- Organizing and leading the supervising teacher seminars.

- Cooperatively scheduling classroom observations of the resident teacher with the resident teacher and supervising teacher.

Related seminars for the resident teachers are planned and conducted by university personnel involved with the program. School personnel are asked to provide consultant services in areas of special competence. Related seminars for supervising teachers are planned jointly by school and university personnel. Clinical professors in their role as liaison are a vital communication link between needs of supervising teachers and plans being made.

The professional capacity of the clinical professor extends well beyond resident teachers and supervision by providing assistance in other areas of curriculum training. These include:

- Being knowledgeable regarding new programs, new methods and other innovations and sharing that knowledge by participating on district committees or by consultation when requested.

- Acting as a liaison between the school districts and the university. Knowledge of university policies, procedures, programs, etc., is valuable for advising and for consulting with school district staff members.

- Being able to operate in the area of total staff improvement by utilizing skills for inservice training. Specifically:

  a. Working with principals and other staff who are involved in clinical supervision cycles.

  b. Teaching classes for "on-campus" resident credit, such as Division of Continuing Education courses.

  c. Becoming involved in community programs where professional knowledge might be utilized.

  d. Providing valuable assistance in the selection of new resident teachers each year.

  e. Being available to the school district if innovative or experimental programs are being considered.

Curriculum Associates

Curriculum Associates are sometimes provided to elementary schools which have residency teacher programs. Curriculum Associates, in addition to regular teaching assignments, provide supervision and coordination to residents and an instructional unit or team of staff members.

Qualifications of the Curriculum Associate include:

- A master's degree or equivalent education or experience related to the assignment

- A five-year Basic Elementary teaching certificate

- Additional training in curriculum development, teaching strategies, clinical supervision, and subject areas.

In addition to educational requirements and certificates, the person demonstrates the following qualities:

- Excellence as a teacher
- Leadership capabilities
- Respect of colleagues and students
- Organizational ability
- An ability to provide alternatives and possible solutions to group problems
- An awareness of educational trends in the subject areas
- An ability to communicate effectively with colleagues, students and parents
- A positive attitude toward experimentation and research

Curriculum associates spend one-third of their time in supervision and two-thirds of their time teaching and fulfilling other curriculum associates' roles. Major responsibilities include:

- Conducting inservice classes, workshops, and seminars in new methods techniques of teaching, and subject content at the building level.
- Demonstrating teaching methods and techniques within the building.
- Functioning as a teacher on the team, providing teaching assistance whenever possible.
- Serving as major supervisor of teaching interns and paraprofessionals in the team or unit.
- Assisting the administration in the selection, assignment, and evaluation of staff.
- Providing necessary coordination for the instructional unit or teaching team.
- Coordinating subject matter at different levels within the school
- Assigning student teachers to the teaching unit.
- Planning schedules and pupil programs with the team.
- Performing any other duties assigned by the building principal or his or her designee.

An extra duty increment for additional days worked and additional responsibility will be paid to Curriculum Associates over and above their regular teaching salary and benefits.

The Building Principal

The building principal is responsible for determining the resident teacher's assignment. This includes:

- Scheduling the classes of the resident teacher and the supervising teacher so that (a) there is opportunity for the supervising teacher to observe the resident teacher teach, (b) there is opportunity for the resident teacher to observe the supervising teacher, and (c) there is a time when both resident teacher and supervising teacher are free for conference.

- Considering the size and nature of the resident teacher's class so that the resident has a chance to teach in a setting conducive to getting a good start. Class size is typical, or a bit smaller than usual for the area taught. The class does not contain an unusually large number of problems.

- Assignment of duties other than regular classroom teaching is done with care in order to provide a variety of guided learning experiences. In assigning extra duties, consideration is given to the interests and abilities, and the nature of the total teaching load at the time. Few, if any, extra duties are assigned during the first month.

Furthermore, the role and responsibilities of the building principal also include the following:

- Supervising the resident teacher. The principal has the same responsibility toward a resident teacher as toward any regular beginning teacher. Supervisory help and support coordinated with the supervising teacher and clinical professor can maximize the resident teacher's progress.

- Evaluating the resident teacher. The principal evaluates the resident teacher's teaching competence in the same as other teachers on the staff. A copy of a formal evaluation report is submitted to the clinical professor as well as to the proper district authority. The evaluation instruments and report forms are the same as those normally used by the district. Evaluation also occurs at times other than when a formal report is submitted. Continuous evaluation helps plan how the resident teacher's teaching progress can be maximized. Evaluative sharing sessions with the supervising teacher and the clinical professor are essential to the cooperative venture in teacher preparation.

- Coordinating resident teacher's work at school and at the university. Since the resident teacher's role is dual (both public school teacher and university student) confusion and frustration can result if the work load and the program in each institution are not coordinated. The principal endeavors to determine this state of affairs throughout the teaching year. Regularly scheduled conferences between the principal, the supervising teacher, and the clinical professor are placed on the calendar early in the school year

- Facilitating related seminars and practicums. Of major importance in the program is the success of the required seminars and practicums. Resident teachers learn more quickly when theory and new methods can be immediately applied in practice. The principal can facilitate the classes by acquainting the clinical professor with school district personnel who have special talents in particular areas of the curriculum.

- Public relations. The public relations task of the principal is that of gaining acceptance of the resident teacher program in the school community. Thus, the public becomes aware that a resident teacher is not just another new teacher but, rather, is a well trained, certified teacher with assigned help from both the school district and the university.

- Understanding by the school staff. The principal has a responsibility in the building to communicate an understanding of the resident teacher's role and responsibility in the school. A climate of acceptance of the resident teacher program by the school faculty is essential to the resident teacher's development. The resident teacher is assimilated into the faculty and assumes a share of privileges and duties.

Cost Factors

The resident teacher is paid a stipend equivalent to two-thirds of the regular first year teacher's salary, and is responsible for full university tuition costs while enrolled in the program. The cost of the program, in terms of salary for the clinical professor, curriculum associate and supervisor, comes from the school district via the remaining one-third of the resident teacher's salary. The University of Oregon contributes money to cover time spent teaching seminars, and for travel expenses incurred while attending the university for monthly staff meetings. Dr. Zigler has pointed out that the resident teacher's program is fully self-supporting, operating out of the continuing education department budget, and is cost efficient within each of the varying school district models.

At the current time, the supervision model is believed to present the most promise for total effectiveness and involves a full-time supervisor-clinical professor for each five resident teachers. This person possesses qualifications for both the in-building supervisor and the clinical professor.

He or she would both teach courses and provide the daily supervision creating the maximum training opportunity for application of theory to classroom practices.

Staffing for five classrooms.

$20,000	Master teacher currently in a classroom
$11,200	New teacher first year level
$11,200	" " " " "
$11,200	" " " " "
$11,200	" " " " "
$22,000	Master teacher (Resident teacher supervisor and clinical professor) on extended contract (approximately Aug. 7 through June 24)
$ 7,500	Resident teacher at 2/3 pay
$ 7,500	" " " " "
$ 7,500	" " " " "
$ 7,500	" " " " "
$ 7,500	" " " " "

The University of Oregon will contribute $3,000 for teaching classes and travel to the University of Oregon for staff meetings. This money comes out of the continuing education department.

Roseburg has created a supervision system which has proven highly effective for meeting the needs of the resident teacher training in that district and provides a different concept. One teacher, with master teacher qualifications, is appointed to give year long assistance to the resident teacher trainee. This supervising teacher (called a teacher-counselor) must spend extra time conferencing and planning with the resident teacher. With many, this has included Saturdays, evenings, and the week prior to the normal reporting time in late August. As an athletic coach is compensated for the extra time and effort, so it should be for these staff members. The amount of compensation for the year should be determined by each district, but it could range from $750 to $1,000, depending on training and experience.

Another cost which must be considered is release time for the supervising teacher to observe in the resident teacher's classroom and meet with the program's clinical professor to help integrate the resident teacher's course work with classroom practice. This would generally require 10 to 15 days of substitute time at an approximate cost of $500-$750. Part of this substitute time is also being used to help supervisors increase their supervision skills through inservice conferences.

Another cost which must be included provides for the services of a clinical professor who also supervises the resident, teaches the coursework, trains the supervisors, and coordinates the program for the school district and University of Oregon. The salary for this person is usually shared by the district and the university.

The unit cost per resident teacher would generally appear as follows:

Beginning teacher's salary	$11,200	Beginning teacher's salary
Less 1/3	3,750	
	$ 7,450	Resident's salary (2/3 of a beginning salary)
	$ 1,000	Supervisor's increment
	$ 750	Substitute time (15 days @ $50/day)
	$ 2,000	Clinical professor/Resident*

At the present time, these models provide a balance of components for the training needed by beginning teachers. Expert advise and performance feedback is provided by the supervisor and clinical professor. The beginning teachers abilities can be carefully monitored and reinforced as needed. Advanced teaching techniques learned in the seminars can be immediately applied to the classroom techniques under the guidance of the supervisor/

*In Roseburg the Clinical Professor is 1/2 to 2/3 time. They have five resident teachers which contributes $10,000 to this person's salary. The University of Oregon contributes an additional $3,000 to cover time spent teaching the seminars and for travel to the University Program staff meetings.

clinical professor. District policy, courses of study, procedures, and resources will be more rapidly assimilated under the guidance of the supervising teachers. At the end of the year considerable performance data are available if a resident is being considered for probationary status. The assurance of better teaching by new staff is provided at no extra cost to the school district.

Curriculum Design and Program Structure

The major purpose of the Resident Teacher Program is to provide advanced training for inexperienced or minimally experienced classroom teachers, in the extended practicum setting of a typical classroom where teaching-learning processes are integrated. The supervision component is the feedback element of the program utilizing classroom interaction data related to teaching-learning processes gathered for analysis. Interaction between practicum and supervision elements enables resident teachers to use data as it occurs in a relevant structure--a field setting.

Program participants now teach at the elementary level in a cooperating school district, spending an initial term of study consisting of a six-credit, three-week seminar-workshop on campus prior to the public school year. During the school year, resident teachers participate in required seminars and classroom practicum experience. The final term of study is taken on-campus.

The program pairs intensive clinical supervision with weekly seminars and practicum is based on three assumptions:

1. Beginning teachers do not have all the skills and knowledge they need to assure success in their first years of teaching.
2. Learning is achieved most efficiently when it occurs in a setting relevant to the knowledge and skills to be learned.
3. First-year teaching experience in a supportive and analytical setting creates a confident, open attitude which forms a solid base for continued growth in educational decision-making.

On-site seminars are another component of the program, emphasizing skill and knowledge necessary to assure success in teaching, including consideration of alternatives for establishing effective teaching-learning programs and procedures applicable to major subject areas. Resident teachers identify both cognitive and behavioral contributions to learning theory. Program required courses include:

Resident Teacher Master's Degree Program
Required Field-Centered Courses

Summer	Fall	Winter	Spring
CI 507 2 hrs. Communication Skills for Teacher and Learners	CI 507 4 hrs. Teaching-Learning Environment	CI 507 4 hrs. Synthesis of Teaching Strategies	Elementary: CI 553 4 hrs. Elementary School Curriculum
CI 507 2 hrs. Diagnosis and Design for Instruction	CI 509 5 hrs. Classroom Observation Procedures	CI 509 5 hrs. Analysis of Instruction	CI 509 3 hrs. Evaluation of Instruction
CI 508 2 hrs Scope and Sequence of Instruction			
Total hours: 33			

All resident teachers under contract with school districts participating in the Resident Teacher Program enroll as resident graduate students each term and are granted all privileges of full time students. All field-centered courses are held on location.

Instructors (clinical professors) ask that no resident teacher enroll in additional courses during Fall, Winter and Spring terms. A teaching load and the nine hours of required work constitute a full load.

Summer Session One:	Resident Teachers may enroll for more than the six required hours, choosing courses that do not conflict with the field-centered courses held on location during August.
Summer Session Two:	Completion of Master of Education - 15 hours (or fewer hours if more than six are taken during the first summer or if previously completed graduate hours are transferred in Summer Two is optional). Seven years are given to complete a master's degree.

In addition to the above work, program participants are required to include work in the Foundations area, e.g., History of American Education; Modern Philosophies of Education (a 3 hour component). An additional 12 hours of work is selected by participants with the assistance of their advisors to emphasize in-depth study or enhance further their levels of classroom expertise. The program of studies meets college requirements for a master's degree in Curriculum and Instruction, totaling a minimum of 48 hours for the non-thesis option. Resident teachers earn university credit each term as they progress through the on-site school year work, taking the associated seminar classes on a regular basis.

As resident teachers, program participants are required to comply with district policies supporting the state goals for elementary and secondary education. These goals specify: "Each individual will have the opportunity to develop to the best of his or her ability the knowledge, skills and attitudes necessary to function as a citizen, to learn to act in a responsible manner; to learn of the rights and responsibilities of citizens of the community, state, nation, and world; and to learn to understand, respect and interact with people of different cultures, generations and races."

Two courses--elementary and secondary school curriculum--relate theory of social forces on curriculum to practices in the classroom.

The course textbook, Curriculum Planning by Glenn Hass, includes a comprehensive section on social forces (multicultural, sexism, roles, disadvantaged). In addition, the required work in Foundations includes attention to concepts relevant to multi-cultural education and American public education.

Content of Curricula

In developing program course content, material used for reference included publications of ASCD, NEA, the NCSS, the International Reading Association and Phi Delta Kappa, among others. In terms of planning for classroom instruction during the practicum phases, the Oregon State Board of Education Guide for Elementary and Secondary Education is a primary referent source.

The curriculum content of the resident teacher program evolves developmentally through processes of planning, implementing and evaluating. These processes are integrated throughout the year's course of study as resident teachers apply them to a systems design for classroom instruction to include:

1. Curriculum Organization
2. Teaching Strategies.
3. Materials and Resources
4. Classroom Organization
5. Interaction

Course content appraises curriculum organization in two ways: (1) through cognitive, affective and psychomotor domains as they relate to the content stucture of the major subjects, and (2) through the identification of a terminal goal in order to sequence and analyze the tasks required by the goal. These two approaches are emphasized as alternative procedures for curriculum organization to guide the formulation of goals and objectives for all subjects.

Course content also appraises instructional teaching strategies as (1) information-processing, (2) social interaction, (3) person orientation and (4) behavior-modificaton in nature. These categories are related to operant, associative and cognitive theories of learning.

Course content appraises the selection and development of instructional resources and materials. The content of resources is sequenced for developmental learning and is organized into programmed learning packages, learning centers, interest centers and independent investigation activities for major subject areas.

Classroom management appraises the use of records, time, space, movement and interaction. Options for adapting materials, methods and objectives to the needs, preferences and special characteristics of the students are examined.

The curriculum content for the program also examines learning tasks, teaching methods and teaching styles of the resident as they relate to the socioeconomic forces of the immediate community in which the coursework is being taught.

One of the assumptions for program content design is that there are alternative approaches to solving problems. Provisions for analyzing alternative approaches are developed through both cognitive and behavioral theories of learning. Implications of these positions are examined as they relate to elements of the systems design with the objective of building the teacher's ability to make considered rather than reactive decisions.

The program provides a high level of theory-practice integration. Curriculum structure is analyzed to determine its effectiveness in relating concepts to the principles of the subject matter. Teaching strategies are selected in relation to the student's levels of processing information. Direct and simulated experiences provide professional practice in most subject areas.

During the practicum phase of the program, resident teachers are supervised to provide feedback for more effective decision-making. Feedback is given in relation to the following:

1. evidence of pupil learning, using standardized and criterion-referenced tests;
2. teaching toward objectives, using pupil behaviors to indicate achievement of objectives;
3. classroom interaction using verbatim, at task, verbal interaction and other objective data tools;
4. classroom social relationships using sociograms, classroom climate and other socio-emotional tools;
5. teacher performance using the syntax of various strategies and lesson presentation skills learned in seminar.

Because the resident teacher has the opportunity to observe as well as be observed during the full school year, the program enables the resident to acquire a high level of expertise in analyzing classroom effectiveness.

Reading materials and resources ued include the following:

Bateman, THE ESSENTIALS OF TEACHING
Bloom, Krathwohl, COGNITIVE DOMAIN
Brophy, LOOKING INTO CLASSROOMS
Bruner, TOWARD A THEORY OF INSTRUCTION
Cooper, CLASSROOM TEACHING SKILLS
Davis, SYSTEMS DESIGN FOR INSTRUCTION
Fox, Luszki, Schmuck, DIAGNOSING CLASSROOM LEARNING ENVIRONMENTS
Gagne, CONDITIONS OF LEARNING
Gilstrap, CURRENT TEACHING STRATEGIES FOR TEACHERS
Glasser, SCHOOLS WITHOUT FAILURE
Goodlad, BEHIND CLASSROOM DOORS
Gronlund, IMPROVING MARKING AND REPORTING
Gronlund, DIAGNOSING CLASSROOM LEARNING PROBLEMS
Hammill, TEACHING CHILDREN WITH LEARNING AND BEHAVIOR PROBLEMS
Hass, Glen, CURRICULUM PLANNING
Joyce, Weil, MODELS OF TEACHING
Mann, Suiter, HANDBOOK IN DIAGNOSTIC TEACHING
Popham, ESTABLISHING INSTRUCTIONAL GOALS
Popham, Baker, PLANNING AN INSTRUCTIONAL SEQUENCE
Taba, ELEMENTARY CURRICULUM
Weigand, DEVELOPING TEACHER COMPETENCIES

Subject Area Resources

Methods Textbooks for Reading, Math Social Studies, Science
State Guides
District Curriculum Handbooks
Manuals for Adopted Texts

Research in Advanced Curricula. One of the major processes emphasized in the Resident Teacher Program is evaluation. Evaluation is three pronged: 1) Program Evaluation, 2) Student Assessment, and 3) Program Planning.

Program evaluation originates in the seminar courses. Research studies are related to the elements identified in the systems design for classroom instruction. The selected listed readings provide diverse studies of all of these elements. Program evaluation is applied when resident teachers select a procedure to implement in the practicum. The implementation phase is completed when they make an evaluation based on availability, usability and effectiveness of all of the elements included in the system's design.

Student assessment takes place in the classroom. Resident teachers develop and use informal tests as well as standardized achievement tests required by the district. Analysis of test data includes pre- post-test comparisons, determining central tendencies, range and appropriate intervals in relation to the number of test items and number of students taking the test.

Data secured through student assessment are utilized for classroom program planning. These data include gain scores, group size, predominate teaching strategy, length of period, resources and trends.

Residents have close one-to-one contact with the clinical professor who provides instruction and also serves as a classroom observer in the supervision cycle. The continuing in-district supervision and clinical professor contacts provide program participants avenues of informal input for program modification. If needed or desired, residents may also contact the program coordinator. Channels for formal evaluation and the resulting program modification are described in the Evaluation Section.

Because each clinical professor works continuously throughout a ten-month period with a specific group of resident teacher participants, formalization of student participation in the governance process is not deemed necessary. Participants openly and freely communicate with the clinical professors and the program coordinator as problems and needs dictate. The resident teacher is made aware of both university grievance procedures and student members who represent student perspective on college curriculum matters.

While the program design calls for a defined sequence of thirty-three hours of work, students have a choice of courses to meet the foundations requirement and an additional elective block of twelve hours. These courses reflect individual interests and needs, and offer an opportunity to take in-depth work in areas such as special education, counseling, and reading. Residents can select courses that apply toward an Oregon Standard teaching certificate.

Prior to selection of the final fifteen hours of study, the resident may consult with the supervisor and principal. During registration for the second summer the advisor reviews the student's program and helps with selection of courses before approving the final program.

The Supervision Cycle

The supervision cycle was structured by Dr. Morris Cogan, now at the University of Pittsburgh. The cycle is designed to improve the quality of teaching by centering on teaching problems. The resident teacher programs attempts to help the resident capitalize on strengths, correct or compensate for weaknesses and to develop a personal teaching style by using the Cogan cycle.

These are standard operating procedures for the supervision component of the Resident Teacher Program whether the observation is by a team or by an individual supervisor. Occasionally a post-conference critique is needed.

The Cogan cycle permits supervision to be systematic. It consists of the following phases:

1. Pre-planning--A planning session with the master teacher and resident
2. Observation--Data is taken on the resident's teaching.
3. Analysis and strategy--An analysis is made of the data from the observation. The strategy for handling the conference is developed.
4. Conference with the intern--Conducted by team leader.
5. Post-Mortem Session--Conference for the supervision team only.

The team leader gives the team any information or direction needed for the pre-planning session and provides direction during the complete cycle. After the analysis and strategy session, and from the evidence the team has produced, the leader will make the decision as to how the conference is to operate.

The pre-planning session with the resident and master teacher gives the team of supervisors the opportunity to become familiar with the lesson plan, objectives of the lesson, procedure for teaching the content and the strategies to be used. Before the observation, the resident gives a copy or copies of lesson plan to the supervision team. The lesson plan may or may not have been revised after the pre-planning session with the master teacher. This session also allows the team to work within the framework of the master teacher's curriculum and rationale.

In the second cycle, the supervisors observe the resident and classroom activity during instruction. Verbal behavior of both resident and pupil is now recorded for data in working through the following cycles. Nonverbal behavior is objectively presented as necessary. To be effective, the observation activities are systematic. As the supervisor observes, data is recorded in terms of what the teacher and pupil are doing. The supervisor watches for certain patterns or categories of behavior that clearly identify items that are most pertinent in the situation. Since too much is going on for one person to note, it is an advantage to have a team observation. After one or two observations, it is possible and probable that the observations will be planned with a definite purpose.

Despite the caution emphasized on taking notes during the observation by many critics, "verbatim evidence" is one of the strongest features of the cycle. The resident is encouraged to realize the objectivity of the facts presented, as the supervisor refrains from making judgmental statements.

Time is provided before the next meeting with the resident to prepare for the third cycle: Analysis and strategy. This allows time for both the team and resident to analyze and reflect on the lesson. The team, under the direction of the leader, analyzes the data. Patterns or categories of teacher behavior which may indicate strengths or weaknesses that resulted in the success or failure of the lesson are noted. It is hoped that data or observation material that was missed by one is found in the evidence of another. In this sense group thinking can be more productive than individual thinking, and provides an adequate safeguard against guesses, subjectivity, and biases.

After analysis of the data, the leader with the help of the team plans the strategy used in conferencing with the resident. The team leader is encouraged to be sensitive to the resident's feelings. The tasks of teaching and learning present a complex cluster of processes that demand skill and competence in handling. Personal incrimination is avoided.

This is the face-to-face critique portion of the cycle. The supervisor, through skillful questioning, brings the resident to an analysis of the appropriateness of the total lesson. The resident's confidence grows as the ability to develop a critical self-appraisal increases.

In group supervision the final act of the cycle has been termed the "post-mortem" session. In this session the team leader and any member or members of the team who assisted in the conference are evaluated by the rest of the team. During the conference, the members of the team who were not involved in the conference have recorded and observed the behavior of the participants in the conference, and this evidence is presented to the team leader and assistants. For the supervisor this can be one of the most productive aspects of the cycle. Anyone who undertakes to be a leader enters into a professional rather than a personal relationship with other people, and during the "post-mortem" sessions knows that at the center of the conference is an objective diagnosis of behavior. Here all members gain self-respect, self-confidence, and a willingness to be responsible for their opinions and actions. New integrations of processes and self are achieved. Learning takes place for the supervisor too.

EVALUATION

The Resident Teacher Program is committed to continual improvement of the program in order to increase the quality of its product--a classroom teacher with advanced skills and knowledge.

Follow-up Study of Interns and First Year Teachers Through 1970*

One source of information to help assess the relative value of the Resident Teacher Program for District 4J was data from a 1970 report prepared by Jim Wright which compares the "products", i.e., rehired resident teachers in the district with other first year teachers hired by the district during the years of the study.

There seemed to be evidence at the time of Jim Wright's report that individuals entering the profession via the intern program were more likely to remain with the district that were other first year teachers entering through the traditional route. Forty-seven percent of the interns who were hired from 1963 to 1970 were still here at the time of the report, while only twenty-seven percent of the first year teachers hired during the same time were still around.

There was also evidence at that time that teacher education graduates who entered the system via the intern program route developed leadership potential at a rate twice as fast as first year teachers who entered the district the regular route during the years 1963-70. This same group of interns also developed leadership potential at a rate faster than the liberal arts majors who were certified via the program during these same years. The wisdom of the previous decision, to limit the program in recent years to graduates in teacher education who are eligible for certification, seems to be supported by Jim Wright's findings.

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*Committee Report, Resident Teacher Program. Eugene Public Schools, District 4J, Eugene Oregon, 1978.

Examining the professional history of the nine most recently hired elementary principals in the district, three were interns in this program at one time, three were supervisors, with only three candidates having no association with the program were hired.

This high percentage of leaders from a small population of interns seems to indicate that the district recognizes and values the skills and techniques associated with the program and hires for leadership positions individuals competent in the skills associated with the program.

In addition to longitudinal data provided by the 1970 report and update, more subjective data reported by other groups in the state and the district involved with the program were also used.

State Department Report

The state department did not compile extensive hard data in a series of reports from the program beginning. William T. Ward and Joy Hills Gubser, formerly of the State Department of Education, reported in the Journal of Teacher Education, September, 1964, the following comments and conclusions drawn from interviews with supervisors and principals in the program during the earlier years:

(1) Principals and supervising teachers generally stated it to be their belief that [illegible] intern not only developed his teaching skills faster than a first-year teacher of comparable potential but also developed them to a higher level by the end of the first complete year of teaching. On the basis of two years of experience in the teaching internship program and the increased understanding of roles and responsibilities of the various participants, a high degree of success on a wider front is anticipated for the future.

(2) Interviews with principals and supervising teachers revealed that those inducted into teaching through the internship route tended to recognize individual differences more quickly than first-year teachers and attempted to provide differentiated instruction in keeping with this insight. The teaching interns also saw the relationship between daily activities and both long- and short-term goals earlier in the school year and experimented more with different teaching styles as they went through the process of identifying and discovering their own teaching style.

(3) There was no evidence that the interns practiced a higher level of professional ethics.

(4) There is no evidence at present to support the hypothesis that the teaching interns have a greater commitment to the principles of belief in and respect for the intrinsic worth of the individual.

(5) There was some evidence that the teaching interns developed their competencies in planning, implementing, and evaluating the instructional program more quickly than the regular first-year teacher.

1977 Program Staff Evaluation Study

Program staff completed a comprehensive evaluation study to determine how much and in what ways resident teachers might be more competent than other first year teachers who taught their first year without planned study and supervision. The evaluation focused on this question:

> Is there a difference between the competency of resident teachers and other first year teachers at the end of their first year of teaching?

The staff (with the help of H. Del Schalock of the Teaching Research Division of the Oregon State System of Higher Education and with the permission of Schalock and Oregon College of Education) decided to use the OCE follow-up format and instruments. Use of the OCE format provided a previously tested evaluation plan and provided comparative data from the OCE 1976 Follow-Up Study.

Findings in the evaluation data included these:

1.1 In end-of-first year studies, principals and observers rated both OCE graduates (1976 sample of 22) and Resident Teachers (1977 sample of 21) to be generally competent.

1.2 Using combined principal and observer averages, Resident Teachers were rated higher than OCE graduates. Differences were small but consistently higher.

1.3 Resident Teachers gave higher self-ratings than OCE graduates gave themselves. Differences were small but consistently higher.

Descriptors of teaching were grouped into five cluster areas. Using these descriptors, principals and observers rated resident teacher competency. The combined ratings for the May, 1977 study are these:

Scale:	(1) Not Competent	(2)	(3) Generally Competent	(4)	(5) Exceptionally Competent

Cluster	I	Planning and Preparing for Instruction	3.83
Cluster	II	Performing Instructional Functions	3.87
Cluster	III	Obtaining and Using Pupil Outcome Information	3.63
Cluster	IV	Relating Interpersonally	3.95
Cluster	V	Performing Related Professional Responsibilities	3.95

In May, 1978 the same OCE format and instruments were used with a revised seven point scale:

(1) Competent by Few If Any Criteria	(2)	(3)	(4) Competent By Most Criteria	(5)	(6)	(7) Outstanding By Most Criteria

Cluster	I	Planning and Preparing for Instruction	5.25
Cluster	II	Performing Instructional Functions	5.47
Cluster	III	Obtaining and Using Pupil Outcome Information	5.27
Cluster	IV	Relating Interpersonally	5.49
Cluster	V	Performing Related Professional Responsibilities	5.72

The completed report, The Resident Teacher Program: A Pilot Evaluation Study, May, 1977 and the results of the May, 1978 Evaluation are available through the University of Oregon.

An important measure of product quality is the number of program graduates employed as teachers during the year after completing the program. The record shows a very high percentage of residents are employed to teach the next year. Figures for the last two years are as follows:

YEAR	NUMBER OF RESIDENT TEACHERS FINISHING PROGRAM	NUMBER TEACHING DURING FOLLOWING YEAR
1976-77	41	40
1977-78	43	42

Program retention data are shown in the following figures for the same two years:

YEAR	NUMBER DROPPED FROM PROGRAM	REASONS FOR DROP OR WITHDRAWAL
1976-77	1	Student chose to quit teaching.
1977-78	2	Study and workload too heavy. Student encouraged by supervisors to withdraw. Student agreed.

In addition to the high percentage of graduates who apply and are hired for teaching positions, a survey conducted by District 4J (Eugene) in 1976 disclosed that many program graduates achieve positions of leadership in education.* Four of the thirteen supervisors in Eugene in 1975-76 were residents (or interns) in their first year of teaching. Three of the nine principals appointed in the previous three years were former resident teachers. Three were supervisors of residents before their appointments to principal positions. One ex-resident was appointed to be the language arts consultant for the district.

Those educational leaders and other ex-residents teaching in the district were included in the 119 survey respondents whose responses gave support to the program's claims that both residents and district personnel gained advantages from participation in the program. Highest rated advantages were these:

- Entry into teaching - a complex world - is smoother with the help of supervisory personnel (4.14 on a scale of 1 to 5).
- The district is able to monitor beginning teacher and educational program progress more often and more effectively with supervisory help than without supervisory help. (4.28).
- Competent professional skill develops through sustained practice under the guidance and supervision of public school and university supervisors (4.13).

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*The February, 1976 survey, Report: Resident Teacher Program, Eugene Public Schools, School District 4J, is available as an Exhibit, RTIS-4.

- Confidence in the use of a variety of teaching strategies and the development of a strong personal teaching style is acquired through exploring, valuing, and practicing instructional and management techniques (4.10).

Further evaluation of graduates after completion of the program was planned for May, 1979 when a follow-up was done of the 21 persons in the May, 1977 study. These teachers taught a total of three years--two years following their first year as resident teachers. The staff expects to be able to compare these data with data obtained by OCE in the Spring of 1978 on the same sample contained in their 1976 group after three years of teaching.

Evidence of Performance in Relation to Program Objectives

In the Spring of 1978 an additional instrument that is program specific was added to the set of instruments residents were asked to complete. It called for participants to rate the value of program learning experiences in terms of contribution to achievement of competency and confidence in teaching. Examination of the data averages will show that seven of the twenty items listed were rated at 6.00 and above on a seven point scale. Ten items were rated between 5.00 and 6.00, and three between 4.50 and 5.00. Thus, the data indicated that program objectives are being achieved.

The instrument also enabled residents to give feedback on the adequacy of time provided for each learning experience. On ten of the twenty items, six of the eighteen responders indicated that there was not enough time provided for adequately completing even the most highly valued objectives. Program staff recognize that working toward the many listed objectives in a short span of a school year creates an intensive year, but hesitate to delete any objectives because they are deemed by both students and staff to be of value and an integral part of the theory and practice that this field-centered master's degree program represents.

Use of Evaluation Results

In both the 1977 and 1978 evaluations the category, "Obtaining and Using Pupil Outcome Information," was rated lower than other clusters. "Planning and Preparing for Instruction" was given a lower rating in 1978 than in 1977. Special attention to these competencies is reflected in program course objectives for the 1978-79 year. The increased emphasis in these two areas also reflected the need for teachers to learn how to cope with mainstreaming -- a contemporary reality in public school classrooms.

During the 1979-80 school year, modification or considerations of alternatives also occurred as follows:

- Objectives and content for the course, Diagnosis and Design of Instruction, and the course, Teaching-Learning Environment, have been changed to include specific attention to diagnosing and prescribing through the format of the Individual Educational Program as mandated by PL 94-142.
- Course Reaction Inventories have been administered regularly. These are not, per se, pertinent to specific changes in course requirements. More influential have been surveys given at the end of each course. One modification possibility is to include experts to explain and present models to help residents write individual educational programs, (IEPs).
- The formative evaluation completed in December, 1978 is to be followed by summative evaluation in May, 1979. Early formal feedback enables the resident and supervisor to work together to strengthen teaching skills that are less proficient than the resident would like them to be. Indeed, the regularly scheduled supervision and feedback element within the program is now its strongest factor in developing teacher competency. The addition of a formative evaluation will give clarity of direction to attainment of desired teaching skills.
- The opportunity to offer an alternative to the required comprehensive exam in the form of a synthesis paper is a fourth modification being considered by the staff. Synthesis could then relate data obtained in the classroom laboratory to theory. A synthesis paper would show more clearly the integration of theory and practice than the written comprehensive exam can show.

Long Range Planning

Richard Hersh, Associate Dean for the Division of Teacher Education, has proposed a five-year pilot program which eventually would include a year of supervised classroom teaching as a prerequisite to basic certification. The Resident Teacher Program acts as a model for that program. Until the time when Oregon can initiate a full-scale five year program, the Resident Program continues to operate with selected school districts. Contact with districts occurs through personal visits of the Program Director, Calvin Zigler, through on-site supervision by the assigned clinical professor, and through "information day" programs. Forty-five persons representing ten districts participate in this particular sequence of activities.

The Resident Teacher Program represents the current version of an internship program for teacher education originally implemented by the College of Education in 1963 and maintained, albeit with changes in design, to the present year. It is anticipated that the program will be able to support the interest of the college in finding new ways to work more closely with school district personnel in in-service education to improve teacher competencies.

SPECIFIC NOTES AND COMMENTS FROM THE ETS SITE VISIT TEAM

The Resident Teacher Master's Degree Program is clearly designed to anticipate and lessen the problems beginning teachers would experience by providing extensive feedback, support, and expertise. However, the resident teachers described experiencing a number of problems. Some of these are related to the beginning experience of new teachers, while others are program related.

The Views of Residents

Past and present resident teachers were asked to describe the problems they encountered during their first teaching year. Additionally, they were asked what aspects of the programs they would change. The problems described by the several resident teachers interviewed were:

- Needed help in locating materials
- Difficulty in getting a firm grasp on classroom instruction and management
- More efficient management of time
- Concerns over future job prospects
- Difficulty getting organized during the first month
- Difficulty with highly individualized reading curriculum
- Problems grouping class into cohesive units
- Concern about presentation of materials in a way that meet the instructional needs of the class

Residents described their experience in the program very positively. Clearly, they felt that most of the problems they had were responded to by the supervisor or clinical professor and curriculum associate. When asked what they would change to further help the beginning teacher, residents suggested:

- More clearly defined guidelines and expectations
- Requiring research related coursework not be done until the spring term
- Limit on size of the program
- More communication with other residencts; meeting in smaller groups with other beginning teachers

The View of Principals

Several principals were asked to share their views on the problems of beginning teachers. The principals interviewed were familiar with the objectives and program content of the resident teacher program. One principal was a former supervisor in the program, and another principal was a former intern.

The principals identified the resident teachers' problems as follows:

- Increasing pressure to be familiar with state and federal laws and guidelines
- Increasing pressure to be "accountable"
- Classroom management
- Sequencing of instruction
- Peer relations
- Class size
- Familiarity with materials available
- Discipline
- Pacing instruction
- Long term planning
- Incorporation of short term planning into long term planning

Solutions Offered by Principals

When asked what solutions principals would offer to the problems of the beginning teacher they said:

- Assisting the resident in complying with state and federal regulations
- Encouraging communication between resident and principal
- Maintaining close contact with the clinical professor/supervisor
- Utilizing techniques and strategies presented in university coursework

Implementors' View of Problems of Beginning Teachers

Clinical professors, curriculum associates, resource specialists and supervisors were asked how they assist beginning teachers. The following is a summary of their observations:

- Providing information emphasizing student assessment, analysis of test scores and suggesting methods to informally assess students
- Utilizing seminars to respond to problems raised by residents
- Meeting regularly (at least once a week) with the resident on a one-to-one basis
- Observing resident, providing immediate feedback, and modeling the teaching act, if desired
- Working as a team with clinical professor, supervisor, principal (if necessary) and resident to plan a strategy to resolve problems
- Assisting resident in becoming a self-evaluator

Implementors Solutions

When asked if there were any way he might change the program, Dr. Zigler explained that he would like to try to set up units of five residents per clinical professor who are in close physical proximity to each other. A seminar class of fifteen could then be conveniently established. The three clinical professors would each bring in their own special area of expertise, enlarging the body of knowledge available. This would give the resident a broader problem-solving and technical base from which to draw information.

SUMMARY

The Resident Teachers' Program strives to assist the new teacher in the transition from student to teacher through close joint university and school district supervision and planned university coursework. In so doing, new methods of instruction and theories of education are brought into the classrooms of the participating school districts.

There is widespread agreement among principals that the resident program is a positive influence in their schools because of the influx of fresh ideas from both the resident and university associated faculty. Additionally, school district personnel note that this program offers them the opportunity to monitor the beginning teacher.

Residents agree that one advantage of the program is that it provides a means to enter into the teaching profession in Western Oregon. It also offers a way of obtaining a master's degree while earning a salary, and provides assistance in becoming a more professional teacher in a shorter period of time.

Our general impression of the Resident Teachers' Program was one of support and enthusiasm on the part of all involved. The program's success seems to be attributable to flexibility in terms of structuring the supervision model, and relevancy of university coursework. The program is described as advantageous by residents, school district personnel, and university faculty. The magic of this program is that they have effected and maintained a truly cooperative program between an institution of higher education and several school districts.

SITE VISIT III:	THE INTERN TEACHING PROGRAM FOR COLLEGE GRADUATES Temple University Philadelphia, Pennsylvania
DATE:	October 24-25, 1979
INTERVIEW TEAM:	Dr. Frederick McDonald Dr. Carol Stevenson
PROGRAM CONTACT:	Dr. H. Bernard Miller (215) 787-8041

The intern program at Temple University is a self-supporting graduate program which has operated successfully for the last 26 years. The program provides an alternative route for liberal arts and science graduates who select secondary school teaching from among many vocational possibilities. The impact of the program is demonstrated by the fact that more than eight out of ten intern graduates remain in teaching. Continued cooperation with local school districts further attests to the success of the program. The program is equally successful in preparing teachers to work in inner-city schools and well-endowed suburban schools.

Dr. H. Bernard Miller, Director of the program, described the program as one that enhances the professionalism and increases the survival skills of beginning teachers by providing guidance and supervision for a full two-year period of time. Temple interns obtain a master's degree and a teaching certificate while fully employed as secondary school teachers.

The site visit team visited Temple in October 1979. We would like to thank the program staff for the time and thoughtful planning that went into this visit. We were able to meet with Program Director Dr. H. Bernard Miller, Associate Dean Peter Cistone, Dean Jay Scribner, a group of seven Temple faculty and supervisors, two adjunct professors, a Philadelphia school district administrator, four program graduates, five second-year interns, and five first-year interns. The site visit team also attended a first-year intern seminar.

THE HISTORY AND DEVELOPMENT OF THE TEMPLE INTERN PROGRAM

The Temple Intern Program for College Graduates was established in 1954 under a Ford Foundation Grant for the purpose of comparing the quality of teachers prepared by an experimental program with those trained by traditional methods. In the study, three groups of teachers were followed for a period of three years (1954-1957). It was found that the interns were at least as competent as were traditionally trained teachers.

At the conclusion of this study in 1957, Temple University assumed responsibility for directing and funding the program and retitled it the Intern Teaching Program for College Graduates (ITPCG). ITPCG had its own director and functioned as a separate program within the Department of Secondary Education, one of the eleven colleges within the university. In the late fifties, faculty staffing for the program was changed from just shared staff assignments to a limited number of full-time faculty members plus some continuing shared assignments.

During the time from 1961 to 1965, procedures for the recruitment and selection of interns were developed. A special program was developed for preparing teachers to teach in inner-city schools. Additional intern programs were initiated in: special education, junior high school inner-city mathematics, elementary education and physical education. Although the programs did not "take hold", the ITPCG continues to be a successful program for preparing secondary teachers for both inner-city and suburban school placement.

In 1967, the Pennsylvania Department of Public Instruction approved the ITPCG program as an acceptable program for producing certificated teachers. The program also developed a more specific design based on the inclusion of courses that stress subject competence, analysis of teaching and the defining of teacher behaviors. Around this time micro-teaching also became a teacher preparation strategy in both summer and school year intern teaching activities.

In 1969, ITPGC was cited for special recognition for "Excellence in Teacher Preparation" by the American Association of Colleges for Teacher Education. In the following year, Dr. H. Bernard Miller was named Director of the program.

ITPCG participated in a series of Performance Based Teacher Competency studies with Educational Testing Service in 1973-1974. As a result of these studies the program faculty developed a set of modules designed to develop specific teacher competencies. Although these modules were designed for the Temple interns, they have been widely used by other programs.

DESCRIPTION OF THE TEMPLE PROGRAM

The ITPCG requires a minimum commitment of two years during which time the intern is employed as a fully salaried teacher and is enrolled in a program of formal course work at Temple. The basic programmatic theme is "Humanized Training Through Growing Intern Responsibilities for Professional Decisions". The program sets the context, raises alternatives, provides counsel, and helps interns see themselves as they cycle through the following decision process:

- The intern analyzes value alternatives and selects an objective.
- The intern analyzes action strategies and selects a mode of behavior.
- The intern acts.
- The intern analyzes his or her behavior and evaluates in light of his or her value objective.*

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*Hill and Miller, the Intern Teaching Program for College Graduates, Temple University College of Education, 1968.

The advantages of the two-year ITPCG program include:

- The opportunity for interns to study professional education while teaching students; connecting theory and practice.
- Providing a support system to interns of on-going supervision and seminars.
- The opportunity for interns to utilize the resources of the university to solve beginning teacher problems.
- The interns as viewed by school districts are better candidates for teaching than traditionally trained applicants.
- The classroom students of the interns appear to benefit from the ongoing supervision provided to the intern by ITPCG faculty.

Over the years, the entering number of interns in the program has declined from about 125 to the current number of about 25 entering interns. Most of the interns are men. Interns complete their master's degrees during the course of the program--summer session plus two years of supervised teaching. Approximately 60% of them do so. Another 30% receive their degrees within three years and the remainder extend the time to four years or longer (with permission for extenuating circumstances). Candidates are selected who have expertise in content areas for which there is a great teacher demand; hence, most current interns are training as math and science teachers. Most of the interns selected are Pennsylvania residents, with 15% from out-of-state. Currently, three of the interns hold Ph.D. degrees from other fields who are changing careers.

IMPLEMENTATION OF THE PROGRAM

The Intern Teaching Program for College Graduates works cooperatively with a number of school districts which place intern teachers in regular classrooms for a two-year period of time. The interns teach in the public schools of Delaware, Chester and Penrose County, with one intern currently teaching in Lehigh County. This intern is visited only once every three weeks, but receives one full day of supervision; other interns are supervised once a week for a minimum of two hours for both observations and feedback conferences. Half of the interns work in suburban schools and half in urban schools. The intern placements are generally with a 30-mile radius of Temple University.

The Interns

The definition of an intern in the Temple University ITPCG is an individual who:

- Holds at least a baccalaureate degree;
- Has met specific selection criteria established by the program in which the intern is enrolled;
- Has completed introductory courses and actual classroom teaching with intensive supervision by classroom teachers and college supervisors;
- Has responsibility for instruction;
- Is paid by the local school district; and
- Is supervised during the internship by both college and school personnel.

Intern teachers receive intern certificates to teach in the state of Pennsylvania. This certificate is conditional; it remains in force if the intern is in training, under supervision, and is succeeding as a teacher.

Selection of the Interns

Interns are liberal arts graduates who have had extensive subject matter preparation. They generally exceed the academic requirements of conventionally certified teachers. The quality of their preparation is determined by transcript analysis and as a part of the screening process. Applicants must meet Temple University Graduate School test requirements (GPA, GRE, or MAT).

The selection procedures used by ITPCG are designed to provide as complete a picture as possible of the candidate's academic background, experiences, and personality. The following is an excerpt from the "Fifth Year Review of Intern Teaching Program for College Graduates"* describing the steps in the selection process.

Key developments in the selection procedures during the past five years are:

- Use of an attitudes questionnaire adapted from the Runner Studies of Attitude Patterns Interview form (1970 revision). The purpose of the questionnaire is to provide an extension of the personal interview.
- Individualized Screening Program developed in the Spring 1978 in lieu of group screenings. It is a half-day program involving secretaries and faculty in its procedures.

The selection procedures used by ITPCG are designed to provide as complete a picture as possible of the candidate: academic background, experiences, and personality.

The selection and screening process consists of four stages:

1. Wide dissemination of program information. Posters, brochures and recruitment visits, standards, requirements and operations of the program are provided to interested students as well as placement personnel at various undergraduate schools.
2. Careful study of applications received. Each application is carefully screened for information (Academic background, experiences, and personality).
    a. Academic background: evidence of a B.A. degree from an accredited college; a transcript indicating a 2.5 cumulative GPA and a 3.0 subject area GPA; report form showing Graduate Record Examination scores of 900 or better, or Miller Analogy Test Scores of equivalent rank.
    b. Personal background: applicant's employment history, experience in working with youngsters, health status, family background, applicant's reasons for wishing to teach, etc.
    c. Three letters of recommendation.

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*"Fifth Year Review of Intern Teaching Program for College Graduates", a report submitted to the Pennsylvania Department of Education. Temple University, College of Education, January 1980, pp. 5-7.

3. An individual screening visit. Screening activities which are arranged for a morning or afternoon at the candidate's convenience, provide the staff with vital information and impressions about the applicants. Equally important, the screening provides the necessary experiences and opportunities to help candidates decide whether this program is for them.

   a. Slide presentation: slides describing the history and present operation of the program are shown by a faculty member and are followed by a brief, informal discussion about the program.

   b. Personal interview: the applicant is interviewed by a member of the faculty. During this interview, the personal qualifications of the candidates are carefully assessed; there may be some discussion about the candidate's academic record, particularly if it has fluctuated. Interviewers attempt to judge, among other things, the applicant's

      ...effects of experimental background such as tutoring, camp counseling or any other work with young people, any ramifications of experiences like working with VISTA, the Peace Corps or similar organizations; travel or study abroad.

      ...feelings about teaching and young people

      ...appearance, speech patterns, general demeanor

      ...feelings of strengths and weaknesses as expressed by the candidates themselves.

   c. the applicant completes the Interview Questionnaire.

   d. Applicants who have not taken the GRE arrange to take the MAT on campus.

   e. After each screening session, the faculty members carefully analyze and discuss the accumulated data and decide on provisional acceptance or rejection. In some instances, a re-interview is scheduled to clarify areas still in doubt.

4. The summer orientation program. The summer orientation program is the final stage of the selection process. The coordinator assigned to each summer teaching center evaluates the applicant's classroom performance, participation in micro-teaching and seminar sessions, plus overall potential for functioning in the classroom.

The initial opportunity to teach in area summer schools provides a realistic setting for final selection since all acceptances are provisional pending the successful completion of the summer orientation.

ITPCG Faculty

The Temple staff essentially is responsible for all of the supervision of the interns during their two years of field experience. There are no school-based cooperating teachers except during the summer session prior to the field placement. The interns, as full-time teachers, are subject to the evaluation and support systems of the schools where they work, as is any new teacher.

Three types of university people implement the Temple program. Each of the three Temple staff roles involves supervision and evaluation. Although, "everyone does everything," there are differences in emphasis.

Teaching Associates. Two or three teaching associates have as their primary responsibility the supervision of interns. Each teaching associate works with about twelve interns. Supervision in the first year focuses on "survival issues" such as classroom management. By the second year the supervisor and intern work with issues beyond the classroom such as involvement in school activities and professional organizations.

The teaching associates are paired with interns on the basis of common content areas, geographic location and personal compatibility. They are also involved in recruitment, selection and have some teaching duties.

Clinical Teaching Associates. The two clinical teaching associates are tenured faculty members assigned full-time to the program. Their primary responsibilities include supervision and teaching general methods courses. They sometimes act as summer school center coordinators.

Instructors. The four or five instructors for the program range from assistant to full professors. Their primary responsibility is teaching methods courses in content areas. The instructors are faculty in the

Department of Secondary Education. The dual assignment provides from one-third to two-thirds of their time to the intern program.

Selection of ITPCG Staff. The director of the intern program is responsible for staff selection, although other staff members participate in the decision making process. The director is responsible to the chairman of the Department of Secondary Education. Dr. Miller is serving currently in both roles.

The characteristics sought during the selection of new staff include:

- Three to four years experience in classroom teaching--"a solid background".
- Relevant areas of subject matter expertise.
- The capacity to work with other people.
- A commitment to high professional standards.
- The willingness to accept new ideas and change.

CURRICULUM

The Summer Program, "Orientation to Teaching"

The summer program, "Orientation to Education", is an intensive six-week experience designed to induct the intern into teaching through supervised teaching and observation, teacher training workshops and seminars. This intensive summer experience confronts the interns with the reality of classrooms while supplying them with several skills and the tools for analyzing his or her own teaching behavior.

Two teaching center sites (Camden and Lower Merion) are used for the intern field experience. Interns are assigned to environmental settings different from that of their own background; i.e., suburban interns are assigned to urban schools and urban interns to suburban schools.

Both classroom teachers from the cooperating schools and a full-time university professor are available daily at the centers for supervision and instruction. Interns are paired with experienced classroom teachers. The principals of the schools and the university center coordinator match the interns with appropriate cooperating teachers.

Summer schools are not typical school situations--they have neither a full school day, nor large classes nor a full teaching staff. Secondary students attend primarily for remedial help. The intern may work as part of a team, participate in a program designed to strengthen basic skills, or observe different teachers. The center coordinator guides the interns in selecting these experiences.

Workshops and teaching centers seminars are held for four days prior to the beginning of school at the teaching centers. The following topics are included in these induction activities:

- Expectations of interns and what interns may expect of the program.
- Interaction analysis.
- Organization of seminar centers.
- Video training.
- Skill building seminars (modules on interaction analysis, questioning skills, establishing pre-instructional set, etc.).
- Pressures, problems and satisfaction of interns.
- Lesson planning.
- Placement procedures for fall positions.
- Professional ethics.

During the four week teaching period at the centers, weekly "Intern Interaction" seminars are held with the Director of ITPCG, Dr. Miller and other staff members. Additional summer session seminars are conducted daily by the center coordinator. Following the close of summer school two full days at the center are devoted to seminars on areas of specialization and other topics.

During the six-week summer program, interns work on specially prepared instructional modules which focus on specific teaching skills:

- Questioning in the classroom.
- Establishing pre-instructional set.
- Giving directions.
- Closure.
- Classroom management problems (CLAMP).

Interns are involved in micro-teaching to develop skills in these modules. Practice using this technique occurs in summer and during the first year of intern teaching. Micro-teaching provides the intern with feedback for improving teaching skills.

Job Placement

Interns are encouraged to begin to seek a teaching position as soon as they are provisionally accepted in the intern program. Although assistance is offered by the University Placement Office, the responsibility for procuring employment rests with the intern. Interns are asked to advise their center coordinator and the ITPCG office about their job-seeking progress and ultimately, the job they have found. This has priority over all intern activities, since their internship depends on having a fall position.

The First Year Field Experience

The intern is considered a full-time teacher and is paid the salary of a beginning teacher. The Temple intern assumes the same full teaching responsibilities as any other beginning teacher but with supervision from an assigned ITPCG faculty member. The intern receives two full years of supervision. The ITPCG faculty member is a subject matter specialist who acts as a resource person in providing feedback following observations, suggesting strategies, activities and materials, and at times, co-teaching or demonstrating teaching techniques. A different supervisor is assigned to the intern during the second year to provide new approaches, another professional view, and additional resources.

During the first year the intern is expected to cope with classroom management problems reasonably well. The intern uses skills modules he has practiced during the summer session. Problems and concerns encountered in implementing these skills and strategies are the basis for interaction with the university supervisor.

The intern is expected to develop daily and long range lesson plans and keep records, locate and use appropriate resource materials, and evaluate his or her pupils' progress. The supervisor supports the intern in these areas as well as in developing desirable teacher and administrative relationships.

Interns are required to take two courses during the first year: "The Teaching Process" (fall), and a methods course in the intern's area of specialization (spring). "The Teaching Process" deals directly with classroom experiences. Interns may not register for additional course work during the first semester; however, if an intern evaluation is satisfactory, he or she may request to take an additional course for the second semester.

The Second Year Field Experience

During the second year of internship, the intern is given the option of having less frequent supervisory visits, and the focus of the supervisory assistance changes to a special project related to classroom experience.

This project is individualized and is guided by a team of two supervisors.

Interns are encouraged to assume extra-curricular responsibilities, such as sponsoring study interest groups and coaching sports teams, in addition to working on the improvement of their teaching skills with university supervision. During the second semester interns are required to take an advanced version of "The Teaching Process" which relates skills learned in the modules to their classroom teaching experiences.

Additional Coursework

Several additional courses are required for the internship. They consist of at least one course in the psychoeducational process, one in curricular/philosophical bases, and a third in reading methods for English, social studies and junior high school science teachers. Electives comprise the remaining semester hours (six or more) required to complete the Master of Arts Degree. These graduate courses must be selected from the intern's academic teaching area or from professional education offerings, all of which are subject to their advisor's approval.

Each intern must either take a comprehensive examination or complete a special project related to his or her classroom experience during the second year of the teaching internship.

Intern Evaluation

In addition to passing the comprehensive examination or successfully completing the special project option, the intern must earn other academic credits excluding courses in supervised teaching and must earn a grade of B or better in the classroom teaching courses.

Within the ITPCG courses, the evaluation of interns is largely based on their knowledge, understanding and use of the skill building modules: "Assessing One's Own Teaching", "Giving Directions", "Establishing Pre-

Induction Set" (EPIS), "Closure", "Questioning" and "Classroom Management Problems" (CLAMP).

The ITPCG faculty has used the module "Assessing One's Own Teaching" for the intern's self evaluation. The intern also evaluates the supervisor with whom he or she works, using the "Supervisor Assessment Form". This form assesses evaluation, intellect, personality, professional development and supportive relationships. In addition, following the completion of each course, interns assess instructors on the "Instructor Evaluation" form which rates preparation, presentation, personality and intellect.

Although grades are assigned at the end of courses, assessment of interns' knowledge, understanding and the application of theory into practice is on-going with continuous supervision and cooperative evaluation.

Curriculum Content

Intern teachers may not take additional courses during the first semester of the first teaching year, and may take an additional course the second semester only with approval.

The figure below shows the ITPCG program requirements.

	SUMMER	FALL	SPRING
FIRST YEAR	Sec Ed 680 8 s.h. Orientation to teaching	Sec Ed 681 2 s.h. The Tchg Process St Tchg 277 Supv Tchg 277 Sec Sch	St Tchg 278 Supv Tch in Sec Schools Methods Course (1) 3 s.h. Eng Ed 620 - Curr & Methods in Sec Eng For Lng Ed 430 - Curr & Meth in For Lng Math Ed 470 - The Tch of Math Sci Ed 713 - The Tch of Sci. in Sec Sch
SECOND YEAR		St Tchg 688 Supv Tchg in Sec Sch	St Tchg 689 Supv Tchg in Sec Schools Sec Ed 682 The Tchg Process 2 s.h.

Upon completion of these above courses, 15 graduate credits will be accrued. A minimum of 15 additional graduate credits are required. The following set of courses are recommended:

READING METHODS (required of English, social studies, JHS science teachers) 3 s.h. Reading in the Secondary School

PSYCHOEDUCATIONAL PROCESS (one course required) 3 s.h.
Analytic Study of Teaching; Group Behavior in Instruction

CURRICULAR/PHILOSOPHICAL BASES (one course required) 3 s.h.
Social Foundations of Education; Secondary School Curriculum

ELECTIVES

1. Electives may be selected only from graduate courses in academic teaching areas or from professional courses directly related to teaching situations. These are subject to prior approval by advisors.
2. Independent Study Projects (including master's projects) are limited to a total of three semester hours.
3. Credit for transfer courses may be given only if consistent with both university policy and with prior approval of the program director.

COMPREHENSIVE OPTION - MASTER'S PROJECT

Special Project
Supervised Teaching in Secondary School

The program may require individual interns to take specific courses on the undergraduate or graduate level for certification purposes.

The ITPCG has been described in a general way by blocks of internship time, i.e., the summer program, and the first and second years. A "Behavioral Competency Study" figure which charts the program by the behavioral competencies expected of the interns is supplied in the next few pages. It includes the program content, activities and experiences designed to foster attainment of the required competencies and the specific means of evaluation used to measure the degree to which interns have attained them. The chart was supplied by ITPCG staff and is reproduced in its entirety.

THE INTERN TEACHER PROGRAM FOR COLLEGE GRADUATES
BEHAVIORAL COMPETENCY STUDY*

Behavioral Competency	Content, Activities and Experiences	Means of Evaluation
1. Interns must not only be accepted to the graduate school, but must also satisfy the more rigorous standards of ITP in order to achieve acceptance to the program.	An intern must meet or exceed the graduate schools admission requirements in undergraduate grade point average, personal recommendations and Graduate Record Examination or Miller Analogies Test scores. An intern is interviewed by a Program staff member and tested by the Program to determine the applicant's desirability based on the candidates potential for success both as a full-time teacher and as a part-time graduate student. The ITP special summer session is designed so that when an intern has ITF acceptance, it is a provisional acceptance. An intern may be requested to withdraw after completing the summer experience because he or she has not demonstrated the personal, professional and academic competencies necessary for successful teaching and satisfactory completion of graduate level work.	Perspective interns must submit their credentials such as grades, test scores, plus personal experiences for a pre-admittance review by the ITP staff at the time of their interview. ITP staff determines who will be accepted into the program based on the application, test results, credentials, references and interviews. The applicant can appeal the decision. Adequate graduate school standards are maintained. Interns receiving more than 9 semester hours or less than "B" quality work are dropped.

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*"Fifth Year Review of Intern Teaching Program for College Graduates", a report submitted to the Pennsylvania Department of Education. Temple University, College of Education, January, 1980, pp.13-16.

Behavioral Competency	Content, Activities and Experiences	Means of Evaluation
2. The interns will learn through graduate instruction certain useful teaching strategies and how to use them in the classroom, develop and improve upon their personal teaching behaviors and learn to generalize on their personal performance.	Within the realm of certain required courses the intern will receive initial exposure to teaching through a special introductory summer program involving supervised teaching and a seminar experience guided by ITP faculty members. Later, the intern will complete supervised teaching during his/her two years in the program. Also, while being supervised, the intern must enroll in, and successfully complete, seminars the first and last semesters in the program. These deal directly with the teacher's experiences in the classroom. In seminars interns are encouraged to explore numerous topical issues in teaching. Content includes a knowledge of classroom management procedures, varied teaching models, and familarity with the ideas of teacher-centered and student-centered classrooms in addition to motivational and teaching strategies. Activities include teaching, micro-teaching with benefit of audio and video taping, interaction analysis and self-assessment.	To determine satisfactory completion, the intern's teaching behavior is observed and rated by ITP faculty through oral and written evaluations based on conferences with intern input. Written papers as well as a variety of self-assessment tools may be utilized as well.

	Behavioral Competency	Content, Activities and Experiences	Means of Evaluation
3.	Interns must gain a graduate level knowledge of the methodology and curricula pertaining to the particular subject teaching area.	The intern must complete at least one methods or teaching techniques course in his/her specific subject area. The intern will study, demonstrate competence in and test his/her knowledge of methods and curriculum in this course (See Standard VIII-College of Education). Activities include attendance at lectures, completion of required projects and presentation of papers.	Successful completion of these courses can be demonstrated by written papers, final examination, self-assessment, projects and/or fulfilling contracts.
4.	The intern must acquire on appreciation for current educational issues and recently developed strategies of learning as well as become aware of their effects on and possibilities for their teaching situation through graduate instruction.	The intern must complete graduate-level course work in psychoeducational processes or educational psychology and foundations of education or curriculum theory. Also, some interns are required to take a course in the Psychology of Reading. Activities include reading appropriate texts, presenting papers, participating in discussion, attending lectures and conducting research projects.	Successful completion of these courses can be demonstrated by written paper, final examination, self-assessment projects and/or fulfilling contracts.

Behavioral Competency	Content, Activities and Experiences	Means of Evaluation
5. Interns must receive graduate instruction needed to complete requirements for certification that were deficient or courses to improve their teaching competencies.	Interns must select elective courses in order to complete credit hour requirements. These courses may be selected from graduate level offerings in the intern's academic teaching area or from professional courses related to the teaching situation. ITP may also require individual interns to take specific courses on the undergraduate or grade level for certification purposes. Content and activities of these graduate classes would vary depending on course.	The selection of these courses will be done in conjunction with the intern's advisor. Successful completion of these courses can be demonstrated by written papers, final examinations, self-assessment projects and/or fulfilling contracts.
6. The intern will be awarded the degree of Master of Education.	ITP will recommend the awarding of degrees to interns who have been rated satisfactory by the Program faculty in three ways: a. performance as a classroom teacher, b. earning of the required number of graduate credits, and c. completion of a satisfactory form of evaluation of the Master's Program.	Similar to the College of Education requirements for graduation, the intern must complete a minimum of 30 semester hours of graduate course work with not more than 9 semester hours of below "B" level work. Also, the intern must successfully conclude 2 years of supervised teaching with a grade of "B" or better. Finally, the intern must satisfactorily complete a comprehensive examination or a Master's Project. In the latter case, an additional three credit hour course must be taken with the approval of ITP.

SPECIFIC NOTES AND COMMENTS FROM THE ETS SITE VISIT TEAM

The site visit to ITPCG was done on October 24 and 25, 1979. Interviews with faculty members and interns were conducted during these two days and the team members were given a complete set of written information about the ITPCG. Those interviewed included the Project Director, Dr. N. Bernard Miller; the Associate Dean, Peter Cistone; the ITPCG faculty and supervisors; first and second year interns; program graduates; adjunct professors; and Philadelphia School District administration personnel.

The Views of the First Year Interns

The first year interns were very enthusiastic about their program experiences and extremely eager to share their views with the site visit team. They were all in agreement that the quality and frequency of their supervision was a significant feature of their program. They felt that their supervisors were positive and constructive in their feedback and that the program faculty members (both supervisors and others) always were easily accessible and very responsive to their needs.

They discussed the importance and the rigors of their initial summer session experience. Observing other teachers and peers was seen as helpful as was the opportunity to do the micro-teaching while learning and practicing the skills modules.

When asked what problems they had encountered as beginning teachers, the problems expressed by the group were:

- The biggest problem was lesson planning. The materials were often inappropriate for their sudents; and they had to develop much of their instructcional material.
- Implementing their lesson plans was a difficulty frequently identified.
- They had insufficient knowledge of students' background.

- They did not have enough time for preparation for teaching.
- Some felt they had difficulty arousing student's interests.

It was to meet these concerns that they sought help from their supervisors. They indicated that they also brought their problems to their weekly seminar on campus. The site visit team was fortunate to be able to observe one such seminar. A description will be provided later in this section.

When asked what changes they would like to see effected in the program, the first year interns suggested:

- Increased time in the orientation to the program.
- Instruction on lesson planning and teaching techniques before going into the classroom.
- More work on the methods of teaching during the summer session and the first semester of teaching.

Observation of a Seminar, The Teaching Process. The interview team was invited to an evening seminar for the first year interns. The topic for discussion was "The Teacher in the Hierarchy". Dr. Miller and Dr. Manusov were co-instructors of this course. Dr. Manusov started the discussion by asking the interns to consider their perceptions of the hierarchy of their schools with their relative status included in that hierarchy. A stimulating discussion followed. Considering school persons and their differing relationships led to an exploration of the roles played by the many "others" in the school organization. The interns concluded that their role in the hierarchy would be what they made it, and that each of the "others" in their schools has a role with respect to them. The acceptance of their own responsibilities within the hierarchy and the recognition of the roles and responsibilities of others was what emerged from the discussion.

The rapport among the interns and the rapport of the interns with the staff were excellent. Respect was shown for differing points of view. Questions were very open and honest.

The Views of the Second Year Interns

The second year interns had a very positive attitude toward the program. They too were enthusiastic about the helpfulness of their supervisors and methods work using the teaching skills modules. They particularly liked the CLAMP module (Classroom Management Problems).

They identified their major problems as:

- An inability to get "all the work done".
- Being responsible for the many tasks a teacher has.
- The difficulties encountered in coping with many different kinds of people--students, teachers, administrators, university faculty, etc.

When asked about how they would like to see the program improved, they suggested:

- Less theoretical coursework; more application to practice.
- More opportunity to observe other teachers. They would like to see the policy of mixing the two summer groups (Camden and Lower Merion) continued since the sharing between groups had added a new dimension to their knowledge and understanding of teaching concerns. There were mixed feelings about evaluation--apparently depending on the personality of the supervisor and the quality of the feedback. Some supervisors write out detailed recommendations and this was favorably received.

The interns were interviewed during the fall semester when there was no planned seminar that afforded interaction among them regarding teaching problems. Most felt this lack.

The Views of Graduate of the Program

Four Temple "veterans" were interviewed about their perceptions of the program, the problems they had encountered as beginning teachers, and the kinds of help they had received from the program faculty. They said that as interns their problems had been:

- They were generally overwhelmed by the amount of work required of them as teachers, that is, "hours and hours preparation."
- They had had a serious concern about the lack of materials and support from the school system.
- They needed help in the beginning years with classroom management skills.

When asked how they were helped in solving these problems, they agreed that their only source of help was the supervision provided by the program staff. In fact, they have continued to call on Temple program staff for assistance since completing the program.

In the discussion of their feelings about improving the program they mentioned the following points:

- Seminars were not closely related to actual classroom problems; too much theory--except for the method's coursework.
- Suggestions from group members (peers) were very helpful; they would like veterans of the program to share their experiences.
- They felt a need for observations of other teachers in other schools.

The Views of the Director

When asked about problems the beginning interns encounter, Dr. Miller said the ability to manage a class was their most pressing concern. Temple supervisors work very hard with interns on this problem, stressing the importance of stimulating and meaningful curriculum and instructional strategies. Interns are encouraged to move from their collection of "a bag of tricks" into learning about teaching and about pupils.

He also feels that the interns need assistance in managing their own time well for prepration, instructional pacing, other teacher responsibilities in the school and their professional course work, etc.

Dr. Miller observed that beginning teachers become somewhat set in their ways of teaching by the end of the first year. This is part of the reason for assigning a different supervisor to interns for their second year internship. Dr. Miller discussed the importance of teaching the interns job seeking skills and the ethical nature of professional commitments. This includes learning how to: make personnel inquiries, ask and respond to appropriate interview questions, prepare credentials, etc.

As Director, Dr. Miller had had ten years of experience with the intern program and believes it to be a very viable way for producing effective secondary school teachers. He emphasized strongly the in-depth summer teaching and seminar experience as well as the on-going and frequent supervision for teaching interns as the factors leading to the success of the Temple Intern Program. Dr. Miller has written several articles that might interest people in teacher education geared toward urban areas. One is listed below.*

The Views of the Staff

Eight staff members were interviewed collectively to discuss their participation in and views of the intern program. Two teaching associates, involved primarily in the supervision of interns, and six full-time faculty members responsible for the program courses (who also supervise a small number of interns) were interviewed. They were:

Susan Brown Roth
Victor Cimino
Frances Grant
Joseph Manusov
Michael Pilacik
Beulah Rothschild
Lauretta Woodson
Name unknown

The staff discussed the screening process for intern selection was very valuable. They cited the confirmation of interns in the program following the summer assignment as a very positive factor in the selection process. They also felt that having the entire staff involved, whenever possible, in the initial screening interviews was very desirable.

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*H. Bernard Miller and Fredrick Harwood, Journal of Teacher Education, Volume 23, #4, 1972; Intern Teaching Programs in Urban Schools: Impact on Instructional Improvement, PR 427-430.

The staff not only provided supervisory support to interns on a weekly basis, but also frequently assisted interns by telephone. The faculty evaluation of the interns is kept quite separate from evaluations by school administrators. The faculty evaluations are based to a large degree on teaching performance demonstrating competencies while using the Temple training modules.

When questioned about changes they would like to see in the program, the faculty members said that, although they still have team meetings with interns, they would like them to be organized by grade level, as they had been in the past. The supervisors believe that, over time, they themselves have become more involved with the processes of teaching and less subject matter oriented.

Their suggestions for program improvement included:

- Providing the interns with creative art experiences early in the program. This is based on a belief that a relationship exists between art expression and creative planning.
- Clustering the interns within schools for peer support and easier management of supervisory assistance.
- Attempting to "sell" the program to the liberal arts faculty.
- Removing the intensive summer experience completely from the Temple University setting; establish live-in residence near school sites with faculty supervision.

The faculty sees intensive supervision as the primary program element that produces effective teachers. They feel that the intern's work as a salaried teacher, while paying for his continuous participation in university courses and supervision, establishes a personal commitment to professional growth.

The Views of Adjunct Professors

The interview team had the opportunity to meet with Professor Thomas Hawkes and Professor Matthew Bruce to discuss their involvement with the intern program.

Professor Bruce teaches Science Education and a science workshop for the Temple Intern Program during the summer experience. He is invited to be a guest lecturer, and is called on to give occasional advice to those Teaching Associates who are also teaching science to the interns. He supervises interns once a week during the semester in which he teaches them.

Dr. Bruce's instructional strategy revolves around planning instruction based on an assessment of what children know, the structure of science, and how these factors relate to each other. He stated that the Temple Intern Program is an alternative route for more mature, more committed teachers in training. He enjoys his work with the Temple interns.

Professor Hawkes teaches "Psychoeducational Process: Group Behavior and Instruction" each semester and summer. He stated flatly that the interns taking this course are "the best students in the college". He guides interns through research projects matched to their teaching experience, the comprehensive option described earlier in this document. Examples of topics selected are:

- Teacher assessment of children's characteristics,
- Intelligence and creativity, and
- Grouping--the social context.

He describes his courses as a theoretical social science approach with "practice in the application of ideas". He uses subject matter as a base for studying group behavior and instruction, and the teaching strategy he emphasizes is problem solving; i.e., hypothesizing, collecting data, and testing hypotheses. Dr. Hawkes assists interns with their other teaching concerns, but does not observe them in their classrooms. He believes that the Temple program should be a five or six year program, and feels that it is ideal for teachers to be carrying full teaching responsibilities and taking theoretical coursework simultaneously.

Both professors agreed on these advantages of the internship:

- The opportunity to work on professional education while teaching students helps in connecting theory and practice.
- The opportunity is provided to experience on-going supervision and seminars.
- The opportunity to utilize the resources of the university helps in solving beginning teacher problems.

SUMMARY

The Temple Intern Program provides two years of supervision and educational support to its interns. The interns are full-time high school teachers paid by the participating districts. This "guided experience" is provided on a one-to-one basis to each intern. The program can be characterized by the richness of the individual assistance provided to each intern and the respect for each intern's individualism. In addition to the formal structure, all staff members are available as needed to any intern.

The interview team had a very positive reaction to the Temple Intern Program. The Director, Dr. Miller, and the interns were very candid in their responses to the interview questions. These data, combined with all the printed materials made available, provided quite a complete picture of the program and its strengths. The overwhelming impression we had was one of great enthusiasm for the program from all concerned.

Our perceptions of the strengths of the Temple Intern Program were:

- Interns are very carefully selected, and are not fully admitted to the program until they successfully complete the intensive summer teaching experience.

- Interns are very well prepared academically in their areas of specialization when they come to the program.

- Interns' summer experience provides an opportunity to put theory into practice while working constantly toward the development of teaching skills.

- Interns receive sustained two-year support and supervision. This component of the program is lauded the most by all participants in the program.

Time may be the ultimate test of success of any intern program. The Temple Intern Program has been in operation for twenty-six years and has adapted it's program to meet the changes in students, university and public school needs. It is today a visible and exiting program that demonstrates its success by the production of effective classroom teachers.

If there is a magic element in the Temple program--beyond the expertise and dedication of the able staff--it may be the utilization of the summer session as part of the selection and training process. Temple interns emerge with a solid base for learning to teach all kinds of students--including inner city--no meager achievement in the current climate of American high schools.

Site Visit IV: THE STAFF ACADEMY PROGRAM FOR NEW TEACHERS
Jefferson County School District R-I
Lakewood, Colorado 80215

Date: October 31 - November 1, 1979

Interview Team: Carol Stevenson
Dr. Patricia Elias
Dr. Fred McDonald

Program Contact: Dr. Roice Horning
(203) 231-2222

The Program for New Teachers is one of the many and varied services provided to district personnel by the Staff Development Academy of Jefferson County. Our first contact was with the Director, Dr. Roice Horning. The program is an exemplary model of a district initiated and maintained induction program for beginning teachers.

The Program for New Teachers provides inservice training for elementary, secondary and special education teachers. It is intended to help new teachers make an orderly transition from college to teaching the prescribed district curriculum.

A site visit by ETS staff to Jefferson County took place during October and November, 1979. The purpose of the visit was to gain a better understanding of the functioning of a district initiated teacher induction program

The interview team is grateful for the time and careful planning that went into arranging this site visit. The interview team was invited to visit with Roice Horning, Executive Director of Staff Development Academy, Jim Metzdorf, Coordinator of the Staff Academy, Susan Schiff, Inservice Resource Teacher, four new elementary school teachers, two new high school teachers, two principals (a principal at the junior high level and an assistant principal at the elementary school level) and three curriculum specialists. The interview team also observed a New Teacher Inservice Program at the Staff Academy.

DESCRIPTION OF THE JEFFERSON COUNTY PUBLIC SCHOOLS STAFF ACADEMY PROGRAM FOR NEW TEACHERS

History and Development*

During the early 1970s, one of the ways the Jefferson County School District responded to the community concern about district accountability was to begin to develop inservice activities intended to increase the level of staff performance. From that beginning, "Jeffco" has developed and implemented an extraordinary array of services and programs for teachers. Within the larger Division of Instructional Services is the Staff Development Academy. The Staff Academy was organized to serve the identified needs of district personnel.

Setting

That is no minor task. Jefferson County Public Schools is a large, 790 square mile, suburban school district including the metropolitan area west of Denver, Colorado. It is the largest school district in Colorado, and about the 35th in the nation in the number of students enrolled. The student population in 1979 was 82,000 students housed in 80 elementary schools, 21 junior high schools, 13 high schools, one vocational-technical high school, a special education school for handicapped children, and two outdoor education laboratory schools in the mountains. The Staff Academy serves the district's 4,600 certificated staff and some classified personnel.

Jeffco is organized into four areas, each of which includes the schools in three high school attendance areas and is administered by an area superintendent. Jefferson County and its student population are growing rapidly, more than 12,000 students in less than a decade.

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*Much of the background material for Jefferson was taken from documents supplied by Dr. Horning and his staff.

Four of the high school articulation areas have a year-round school schedule--the "Jeffco Concept 6" plan--which includes about one-third of the students and teachers in the district.

Jefferson County is a community of well-educated, high-income residents. The 1970 census showed that the county was in the top 2 percent among all counties in the nation in median family income. One out of every five adults in the county has completed at least four years of college.

Jeffco regards education as a community enterprise, and their goal is to provide the best possible educational opportunity to every child in the county. They are committed to the maintenance of a level of student performance consistent with the high ideals of the community. The record suggests that Jeffco educators meet that commitment. At a time when national scores are declining, Jeffco students continue to make dramatic improvement in the basic skills. Comprehensive tests in reading, mathematics and language arts show that between two-thirds and three-fourths of the Jeffco students score above the national average, and the percentage of students scoring above the 75th percentile has continually increased.

Jeffco does not attribute these results to chance but, at least partially, to the prescribed district curriculum in reading, mathematics, language arts, and social studies. All schools must follow the prescribed district curriculum. But how the curriculum is to be taught in a particular school is up to the principal and staff of the school. Among the practices found are team teaching, flexible scheduling, multi-age grouping and ungraded classes.

Rationale

Jeffco regards staff development as a district enterprise. Recertification and advancement on the salary schedule is given to teachers who participate in and successfully complete Staff Development Activity courses. One-half of the units required for advanced degrees can be earned in district-provided courses by the Staff Academy.

The Staff Academy included among its functions the identifying of research findings which would indicate skill areas which yield the greatest probable impact with students. Two research studies were identified as relevant to assisting the approximately 100 new teachers in the district each year. They were the Concerns-Based Adoption* (CBAM) and the Beginning Teacher Study.** The two studies provided a practical basis for the Program for New Teachers which has been functioning since the fall of 1977.

Changes

The program changes as new needs are identified. Currently the Staff Academy is working to incorporate the district's affirmative action program into the program by including materials designed to familiarize new minority teachers with the district, its population and policies. The staff is also designing a follow-up program for second and third year probationary teachers who are "concerned with the impact they are having on their students" rather than the first year teacher's preoccupation with "survival skills".

IMPLEMENTATION OF THE NEW TEACHER PROGRAM

The staff of the Program for New Teachers is the three person Staff Academy team that works in cooperation with other central office staff to design all inservice and education programs in the district. The program

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*Gene Hall and Associates, Research and Development Center, the University of Texas, Austin

**McDonald and Elias, Educational Testing Service, Princeton and Berkeley for beginning teachers is primarily geared to workshops provided by curriculum specialists who act as "the arm of the Staff Academy." There are workshops specifically for beginning elementary, special education and secondary school teachers. The purpose of those workshops is to familiarize new teachers with the prescribed curricula for each grade level. All curriculum specialists and administrators have been trained in the use of the CBAM materials. They base their instructional strategies on the seven key assumptions of CBAM:

1. Change in the schools is a process, not an event.
2. The individual needs to be the primary focus of intervention for change in the classroom.
3. Change is a highly personal experience.
4. Full description of the innovation in operation is a key variable. (Innovation is used here to encompass both process and product changes.)
5. There are identifiable stages and levels of the change process as experienced by individuals.
6. Inservice teacher training can be best facilitated for the individual by use of a client-centered diasgnostic/prescriptive model.
7. The change facilitator needs to work in an adaptive/systematic way.

The CBAM approach extends beyond the three formal workshop days to include follow-up work with individual teachers. The science curriculum specialists, for example, have trained twenty-two classroom teachers in this model to act as resource persons to all beginning teachers in their implementation of the science curriculum.

New teachers also have available to them the services of twenty or so inservice training specialists. The training specialists are usually counselors who have interpersonal skills as well as expertise with small groups. They assist new teachers with problems in classroom management, as opposed to the curriculum specialists who tend to provide help on "how-to-do-it" with the Jeffco curriculum.

Program for New Elementary Teachers

The program for beginning elementary school teachers is designed to instruct teachers in the teaching of the basic skills: reading, language arts, and mathematics. In mathematics, a district developed curriculum, STAMM, is presented and its use described. The Wisconsin Reading Program, the curriculum base for reading instruction, is introduced with appropriate guides and materials. The district curriculum in language arts is also presented to new teachers. Emphasis is given in each subject area to the formal methods of record keeping for tracking the attainment of individual children's objectives.

Two-day workshops are conducted prior to the beginning of school in each of these areas. Following these inservice days, teachers have a planned orientation day with the building principal to familiarize themselves with policies, procedures and materials. A fourth day includes a breakfast meeting with the superintendent, followed by a District Curriculum Orientation held at the Staff Academy.

A follow-up full day workshop on the basic skills is conducted later in the fall to respond to teachers' problems, concerns and questions related to the teaching of reading, language arts and mathematics. Also included is a session on use of the Library Media Center at the Staff Academy.

During the second semester, beginning elementary teachers are required to attend three all-day science workshop sessions scheduled during a relatively short period of time.

All beginning third grade teachers are required to attend two inservice days covering the content and process for teaching the mandated social studies and environmental education unit, "New Moccasins on Open Space." These workshops are held at the outdoor education laboratories and are experiential as well as content-based.

Assistance and guidance for beginning elementary schools is primarily school based. Principals assign "buddy teachers", usually at the same grade level, to be a resource person to the beginning teacher. In addition, the principals and library media specialists are identified as helping persons. Beginning teachers are encouraged to contact curriculum specialists for assistance if needed: however, with the exception of the science specialists, no planned follow-up servides are scheduled through the Staff Academy.

Program for New Elementary Special Education Teachers

This induction program is similar to the program for the new elementary teachers in that it deals primarily with the basic skills: reading, language arts and mathematics. Its purpose is to provide assistance to the new special education teachers in areas of policies, procedures, record keeping and instructional techniques in special education, and to provide information regarding the resources available in their schools.

One day at the Staff Academy is devoted to general orientation to the role of the special education teacher, followed by two days building orientation, and a fourth day again at the Staff Academy working with curriculum specialists and special education personnel in learning about the curricula in the basic skills and adapatations for teaching handicapped children. Opportunity is also provided to meet with the superintendnt during the two days of building orientation.

Program for New Secondary Teachers

This program provides inservice training for beginning secondary classroom teachers (also counselors, library media specialists, reading specialists and special education teachers, etc.) in all subject areas.

The purpose of this training is to provide assistance and support to the new teacher in the areas of policies and procedures, building resources, curriculum, and lesson planning.

Two pre-teaching days are devoted to orientation in the beginning teachers' schools by the principals and assigned "buddy teachers", usually the chairperson of the subject department. Assistance is offered in background information about the student population, curriculum requirements, unit and lesson planning, materials available, and any specific help requested.

A third inservice day is planned immediately preceding the opening of school to meet with the superintendent and the curriculum coordinators to become informed about curriculum policies and procedures. Follow-up activities occur within school and within departments unless teachers feel the need to contact curriculum coordinators.

All seventh grade teachers are required to attend inservice workshops to prepare themselves to teach the science and environmental education unit, Life Science Prairie Unit. This unit will be implemented beginning 1980. The training will familiarize life science teachers with the "Prairie Unit" and its place in the life-science curriculum. Teachers will learn district procedures for scheduling and planning prairie field studies, and teaching strategies for conducting field studies and for analyzing and summarizing the field study data back in class.

Additional Inservice Training for New Teachers

All non-tenured teachers are strongly encouraged to participate in a course entitled, Library Media Services, K-12. The course consists of five sessions, and its purpose is to help teachers in undestanding the role of the school library media specialists and services available centrally in Library Media Services.

In addition, a school-based inservice entitled, Language Arts/Written Composition, Elementary, is being phased in over a two-year period. At the discretion of the principal, all K-6 staff (library media specialists and special education teachers included) will be required to participate. As a supplement and support to this training, a series of inservice course modules are being offered for inservice or college credit in the late afternoons at convenient locations. Teachers are expected to give these modules first choice in their professional growth programs. This training is less concerned with "what" is taught and most concerned with "how" written composition is taught (the Elementary Language Arts Composition curriculum has been in operation for over six years). Skills and strategies based upon the most productive research about the teaching of writing form the substance of this inservice program. Follow-up for teachers is conducted by principals to assure that teachers are including these modules in their professonal growth programs.

Other special inservice workshops are designed for new educational consultants, educational diagnosticians, all Special Education and Related Services team members (assessment process), and elementary specials teachers (music, P.E., art, etc.).

EVALUATION OF THE NEW TEACHER PROGRAMS

Participants in all new teacher inservice programs are asked routinely to complete questionnaires rating the degree of help provided by curriculum workshops and school building inservice activities. Most responses were very positive. Samples of summarizations of teacher ratings and comments about the initial and follow-up workshops in basic skills are at the end of the Jeffco report. Also included is an evaluation of the basic skills follow-up for special education teachers.

SPECIFIC NOTES AND COMMENTS FROM THE ETS SITE VISIT TEAM

Interviews were conducted with the Staff Academy Director, the Inservice Specialist, Principals, Curriculum Specialists and Beginning Teachers. The interviews varied with the role of the person(s) being questioned. The following report represents information gathered from the different schedules for each role. Observations of workshop activities are included where they appear to be useful and relevant.

The Director of the Staff Academy, Roice Horning

Dr. Horning described the Jefferson County program for beginning teachers as the Staff Academy's attempt to address the needs of teachers in teaching the Jefferson county curriculum.

Generally, the curriculum specialists work in pre-teaching and follow-up inservice workshops to inform and assist new teachers in the basic skills and in science curiculums. Dr. Horning stressed the philosophical inservice approach of CBAM described earlier.

When asked how he evaluated the program, Mr. Horning felt that it is quite successful for the following reasons:

- The Jefferson County School District is a "growth" district. The community supports quality education and their Board of Educaton acts on promoting programs for children and their teachers to achieve this quality.
- The Staff Academy has a developmental philosophy towards the professional education of teachers and places the needs of beginning teachers as a priority program in staff development.
- There is sufficient money available to support the current inservice programs.
- The Division of Instruction gives full support to the goals and activities of the programs doveloped by the Staff Academy.
- The staff can work well together and with teachers.
- The centralizing of curriculum and instruction and inservice education insures a system of quality control.

Inservice Specialist for Staff Development, Sue Schiff

Susan Schiff is one of the three persons in the Staff Academy and is responsible for coordinating inservice workshops for new teachers with curriculum specialists and for developing, conducting and sharing evaluations of these workshops with administrators, curriculum specialists and teachers.

Mrs. Schiff expressed a desire and interest in pursuing follow-up services for beginning teachers, particularly in their schools. At the present, assistance is solicited by the new teachers, if desired, with the exception of the science staff.

When asked about inservice work in other content areas; e.g., social studies, Mrs. Schiff recognized the need, but said the Academy feels that inservice in too many areas of the curriculum would overwhelm most beginning teachers. She did feel these content areas could and probably would be given attention in second year inservice workshops for new teachers.

Curriculum Specialists: Marge Melle, Science Specialist; Carole Foster, Language Arts Specialist; Don Jones and Carol Crawford, Teachers on Assignment at Language Arts

The science specialist described the science inservice work for beginning teachers using the Concerns Based Adoption Model as a framework. She said that the focus for new teachers is on awareness of change as a process, not an event as well as on the information aspects of the science program. Classroom management skills are incorporated in these second semester workshops. A unique feature of the science inservice was reported by her of the training of twenty-two teachers who will perform follow-up services in the schools.

The language arts specialist and teacher specialists on temporary assignment shared their language arts prescribed curriculum for different grade levels with the site visit team. They described their pre-teaching and follow-up workshops for elementary teachers. They stated that their secondary programs are not fully defined as yet. They do meet teachers of language arts for a half day after they have been in their buildings to present curriculum, discuss methodology and respond to teachers' questions. The junior high program is more structured than high school and is easier to introduce to new teachers in terms of curriculum units and teaching strategies. They suggest that master teachers and/or department chairpersons assume responsibility to help beginning teachers in the secondary schools. The language arts staff receive few calls from secondary teachers for assistance.

The specialists said that beginning teachers are drawn from substitute teaching lists. Since it is very difficult to obtain a position in the Jefferson County School District, many "beginning" teachers accept short-

and long-term substitute assignments in the hope of being placed as a contract teacher. One may infer that many beginning teachers have already had some teaching experience in the district.

All specialists felt that the teaching guides are thoroughly prepared for each subject area and would require little in-depth help in their use. However, they did say that beginning teachers expressed frustration about how to handle all the guides and how to work everything into their programs. The staff appreciated these frustrations and tried to assure teachers that time and experience will enable them to organize their instruction.

Attempts are made to evaluate the implementation of the curriculum. When asked how they separate work with beginning teachers and teacher evaluation, all specialists agreed that there was no formal evaluation of a particular teacher's work. Their follow-up role is to provide assistance and support only.

Observations of Follow-up Inservice Workshops

The interviewing team was invited to observe inservice follow-up workshops conducted for beginning teachers in mathematics, reading and library-media. A brief description of these inservice activities follows.

Library-Media Workshop. Mary Lou Jost, Library-Media Resource Teacher, gave a slide-tape presentation, "The Library-Media Program," centering on programs in schools and central office. Ms. Jost described the services available in detail:

- How to order equipment
- Services of the graphics consultants
- Programs and workshops available to teachers
- How to order films
- Previewing service

Teacher questions were solicited. They were of the nature of technical service, professional library materials available, where to find instructional journals, etc. The new teachers were then shown order forms and how to complete them. This was followed by a tour of the central office Library-Media Lab.

Reading Workshop. Beginning teachers were grouped by primary and intermediate grade teachers, each receiving a 1-1/2 to 2 hour session with the reading specialist, Mike De Guire. The purpose of this workshop was to share and discuss individual teacher's experiences and concerns. Mr. De Guire encouraged problem solving through peer teachers offering suggestions and alternative solutions to teachers' requests for help. The following are some of the questions teachers raised:

- How do I work with my groups in rotation (work with teacher, seat work, other assignment) without a teacher's aide?
- How do I get everything in, like science, when I'm a month late because of the math inventory?
- Am I going too fast, teaching a skill a week?
- What can I do for enrichment activities that is meaningful etc.?

Mr. De Guire made sure that every teacher had an opportunity to share concerns. He elicited suggestions, used teacher's suggestions. . . "What do you think about the idea. . .?" This encouraged full group participation in offering assistance to teachers who had concerns.

Mathematics Workshops. Again, teachers were grouped by primary and intermediate assignments. Heather Clifton, teacher on special assignment to math requested concerns about teaching the STAMM math program prescribed throughout grades K-6. A sample of teachers' quotes of concerns follows:

- I don't know what to do with a child in the sixth grade who can't add or subtract anything.
- I'm trying to meet the needs of my students, but I'm spreading myself too thin.

- I think three math groups is too much. I don't feel I'm reaching each of these groups. (This teacher is responsible for grade level math in departmentalized organization.)
- I have a team-mate who is convinced that the math staff wants us to individualize math.
- I'm frustrated beyond belief because I can't reach my goals in time--so many interruptions.
- How do we use assignment sheets on STAMM workbook, textbook, games and activities?
- Can I select different objectives to teach or are they sequential?
- What do I do with the kids when I am constantly interrupted by "visitors" and "messages"?
- Do you have suggestions for math games or a place to find them?
- I can't get hold of math films--they're always signed out.

Several teachers were very anxious because their STAMM guides had not arrived as yet and they were concerned that what they were teaching would be unrelated to the STAMM program.

Ms. Clifton provided answers to these concerns wherever possible. She offered to go out to help teachers in their schools if they felt they needed her. She also told them that each school has a teacher on the staff who is identified as a STAMM resource person.

Principals

A junior high school principal was selected to be interviewed about his views of problems of the beginning teachers. Those described by him were:

- Lack of security--they need support.
- Need for orientation by the principal regarding type of community, student population, economic status, parental support for teachers and school, and services available to teachers.
- Understanding of junior high students' behavioral characteristics.
- Need for consistency in classroom management and discipline and to understand how they control the atmosphere in the classroom.

- Need for a "buddy" teacher to talk to and from whom the teacher can expect help with materials, planning, etc.

The following are the ways this principal assists new teachers in his school:

- Discusses classroom management, discipline, establishing rules, class climate.
- Emphasizes the need for variation in teaching strategies.
- Assigns a "buddy" teacher; one selected on basis of a) common subject area, b) philosophic agreement, c) good listening skills.
- Spends time visiting and talking with the new teacher--daily during the first month, two to three times weekly in remainder of fall, and on fewer occasions as time goes by.
- If there appears to be real need for improvement, he brings the department chairman in to assist.
- Attends principal's meetings about New Teacher Program.

The principal feels his involvement in selection of new teachers is critical in choosing teachers who will have little difficulty in adjusting to their new roles as teachers in that school. He also said that staff development activities are continually improving and these services facilitate the induction process for the new teacher.

The elementary assistant principal interviewed reported that the school currently has no real beginning teachers; however, two persons are new to full-time teaching. These two full-time teachers attend the inservice workshop days which he feels are very valuable, particularly to the beginning teacher's mental well-being. Again, he pointed out that the number of candidates applying far exceeds positions available, and that they have a large pool of highly qualified certified teachers on substitute lists or working as part-time teachers from which to choose their full-time contract teachers.

The principal identified the following problems of new teachers:

- Trying to feel confident in a new role.
- Developing skills in working in a teaching team.
- Developing and improving skills and strategies in discipline and classroom management.

He feels the selection process is important in identifying the new teacher who will best work in this particular school. The candidates are interviewed by the principal and the team members with whom they would teach.

Help is available to the beginning teacher from the team leader, the area resource teacher, and the special education consultant. Either the principal or the teacher may request services from the latter two persons.

Beginning Teachers

The term, beginning teachers, may be misleading in this case study: that is, one should not assume this is the teacher's first post-graduate teaching experience. Jefferson county hires many new contract teachers from their substitute list. It is also possible, though rare, for a teacher with previous experience to be recruited from outside the district. This would more than likely only occur in filling secondary positions with few candidates applying; e.g., in science or mathematics. Any teacher newly assigned as a contract teacher is called a new or beginning teacher, and the inservice training described in the study is required for them.

Two "new" high school and four elementary school teachers were interviewed to gather data about the beginning teacher's perceptions of their problems and the ways in which the inservice program addresses these problems and needs. All but one of the teachers had been substitute teachers in the district. They saw as the problems of beginning-teachers:

- Needing help with discipline--setting and keeping the rules
- Needing assistance in finding available materials; selecting and ordering new materials
- Needing administrative support, especially with student related problems
- Needing to know how to use audio visual equipment
- No help from other teachers at the same grade level
- Feeling overwhelmed with the "burden of the complex curriculum"
- Needing to know what was going on in the school e.g., times of staff meetings
- Not knowing about the many services offered by the district
- Feeling uncomfortable about not knowing other teachers
- Difficulty in having philosophy and ideas accepted by other teachers
- Trying to work effectively despite "track rivalry" attitudes of other teachers
- Too many classroom interruptions
- Difficulties evaluating students progress
- Needing assistance in knowing how to involve parents
- Needing suggestions in how to work with administration and teacher aides.

When asked what would help the beginning teacher:

- Provide more inservice curriculum workshops prior to teaching.
- More inservice days continuing throughout the year.
- There should be more follow-up in school on the curriculum.
- Make sure a directory of services is made available to all new teachers.
- Describe what the school system has to offer: suggest persons to talk to for different kinds of help.
- Set up a day to bring in resource people for teacher requests for assistance.

- Someone at school be responsible for helping the new person know what is available, where things are, and procedures for getting and using them.
- Provide emotional and instructional support by being assigned a "buddy teacher." Apparently this did not happen in all cases.
- School administrative staff make a concerned effort to be helpful and supportive of the beginning teacher.
- Offer suggestions to beginning teachers on organization and classroom management; e.g., establishing rules.

SUMMARY

The interview team is very appreciative of the time and careful planning the Staff Academy afforded them the opportunity to investigate a planned inservice program for beginning teachers by a large public school system.

The inservice program for new teachers deals primarily with the teaching or implementation of highly developed prescribed curricula in the basic skills and in science education. The emphasis on pupil achievement of objectives requires special assistance for new teachers in diagnosing children's ability and level of achievement, planning, organizing, and implementing instruction, evaluating and keeping careful records.

Everyone agrees that the inservice program is relevant and very useful to new teachers. The most frequent request was for more of the same. Teachers also requested workshops that related to the problems beginning teachers encounter with children, parents, and administration, as well as with teaching the curricula.

The Staff Academy provides an amazing array of services to the personnel of the district. A description of the twelve functions of the academy is included at the end of this report as is their operational plan for 1979-80.

Also included are teachers' comments about the basic skills inservice and follow-up inservice workshops discussed above.

The magic of this program -- besides that provided by the creative and dedicated staff -- appears to be commitment of the community and the Jeffco educators to the education of their teachers and their students their way. The environment created by that commitment is one in which quality education is flourishing by both Jeffco teachers and their students.

THE STAFF DEVELOPMENT ACADEMY OF JEFFERSON COUNTY SCHOOLS

District R-1
Lakewood, Colorado

The Staff Development Academy is a department within the Division of Instructional Services organized to serve the staff development needs of district personnel, staffed by a coordinator and a teacher on special assignment who report to the Executive Director of Staff Development. The Staff Academy serves the identified needs of the district's 4,600 certificated staff and some classified personnel through the following twelve functions:

1. To determine staff development needs through a variety of data collection procedures.
2. To provide planning and resource support for district program offices in curriculum development, curriculum implementation and instructional improvement.
3. To provide general personal and professional growth programs.
4. To provide staff development programs which meet individual staff needs at the area, building and department level.
5. To provide administrator staff development programs at the area, central office and district-wide levels.
6. To assist professional associations in developing and providing staff development programs for their members.
7. To identify resource people, instructors, consultants and materials for use in staff development programs.
8. To assist in program development in target areas identified by board objectives, state and federal mandated programs.
9. To supervise cooperating teachers, student teacher and intern programs.
10. To work collaboratively with other institutions and agencies to develop a research base and new programs for staff development.
11. To administer staff development budget, policies and procedures, and the awarding of inservice credit.
12. To evaluate staff development programs, personnel and materials.

These twelve functional areas were defined by the staff from experiences gained in the first two years (1974-76) of operation of the Staff Academy and have continued to serve as categories within which to define the scope of work.

Jefferson County Public Schools is a large, 790 square mile, suburban school district including the metropolitan area west of Denver, Colorado. The student population in 1979 was 82,000 students housed in 75 elementary schools, 20 junior high schools, 12 high schools, 1 vocational-technical high school and organized into four areas. Each area includes the schools in three high school attendance areas and is administered by an area superintendent. Four of the high school articulation areas are on year-round school (the Concept 6 Plan) which accounts for approximately 33% of the students and teachers in the district. The official professional association is the Jefferson County Education Association, an NEA affiliate, and there is a Jefferson County Administrators' Association which is not affiliated with state or national groups at this time.

The graduate credit course needs and advanced degree needs of the school personnel are primarily served by three state-supported universities with colleges of education and one private university with a school of education. These institutions, along with four other undergraduate degree-granting institutions, place approximately four hundred student teachers a year in the classrooms of the Jefferson County Public Schools.

Specific activities for each of the twelve functional areas will serve to illustrate the breadth of services provided by the Jefferson County Schools Staff Development Academy.

I. To determine the staff development needs through a variety of data collection procedures.

- Gather general professional growth interest areas through a district-wide assessment instrument given to a random sample of district professionals.
- Work closely with curriculum development units within the district to determine the type of inservice programs necessary to support curriculum implementation and maintenance.
- Stay abreast of research findings which would indicate skill areas which yield the greatest probable impact with students.
- Review local, state and federal mandated programs for possible consequences related to staff development.
- Conduct school climate inventories to provide data for school level decision-making on staff development priorities.
- Conduct specially designed needs assessment activities with specified groups upon request.

II. To provide planning and resource support for district program offices in curriculum development, curriculum implementation and instructional improvement.

- Work with curriculum departments during pilot and field test phases of curriculum development to determine specific inservice programs which will be required for initiation and follow-through on curriculum implementation.
- Developed and coordinated new teacher inservice. For elementary teachers inservice covered all 3 basic skill areas, secondary teachers work with master teacher and curriculum coordinators.

- . Provide staff development activities for curriculum developers related to current research in both content and pedagogy.
- . Assist curriculum department personnel to utilize conceptual frameworks such as the Concerns Based Adoption Model* in developing their implementation plans.
- . Serve as liaison with institutions of higher education in developing and providing support programs related to curriculum efforts.
- . Coordinate ongoing, follow-up, school-based curriculum improvement projects with curriculum departments and schools.
- . Manage the Priority Inservice process which identifies certain inservice programs as high priority for staff participation.

III. To provide general personal and professional growth programs

- . Request off-campus courses from institutions of higher education identified through district-wide professional growth interest surveys.
- . Work collaboratively with institutions of higher education in designing off-campus master's degree programs for identified training areas.
- . Utilize identified resource people to plan and conduct special courses/workshops designed to meet established needs. (These courses generally carry district inservice credit.)
- . Provide courses/workshops which provide school personnel with current research-based findings in the area of teacher and administrator effectiveness.
- . Provide personal growth opportunities which relate to the education profession.
- . Provide inservice and college credit courses which meet the needs as stated in individual professional growth plans for state recertification requirements.
- . Train and coordinate the use of observation analysis teams for improvement of instruction.

IV. To provide staff development programs which meet individual staff needs at the area, building and department level.

- . Facilitate school level problem identification and solution strategies planning.
- . Support teachers and administrators in developing inservice activities designed for the building staff.
- . Set up instructional improvement workshops based on specific identified needs in curriculum areas. These may be building, area or district-level courses/workshops.

*Developed by the Procedures for Adopting Educational Innovations project at the University of Texas Research and Development Center, Austin, Texas.

- Facilitate articulation meetings between elementary, junior and senior high school staffs.

V. To provide administrator staff development programs at the area, central office and district-wide levels.

- Major objectives of comprehensive administrative renewal plan:
    - Continue to provide for a flexible program of inservice opportunities based on the expressed needs and interests of individual administrators and administrator groups.
    - Enhance the opportunities for all administrators to grow, maintain enthusiasm and creativity, and achieve a sense of self-fulfillment.
    - Develop a system for preparing and using individual professional development plans.
    - Organize leadership development inservice programs which provide training and internship opportunities for persons desiring position change.
    - Identify the knowledge and skill expectations for all district administrators which are best planned and implemented on a district-wide basis and provide related inservice programs.
    - Provide for the recertification and advanced degree needs of the district administrative staff.

VI. To assist professional associations in developing and providing staff development programs for their members.

- Serve in a liaison and support role to the Instructional Professional Development Committee of the local teachers' association. (This committee is composed of a cadre of teachers and counselors who have training in the area of facilitation, inservice planning and observation analysis.)
- Work with Instructional Professional Development Committee members who are providing leadership within school settings for staff development.
- Provide training for the teacher association's building level faculty representatives to support their role in staff development.
- Work with secretaries and clerical worker's organizations to develop professional growth plans for the members and establish inservice courses and workshops.
- Work with the administrator's association to help plan and implement staff development activities related to administrative needs as seen through the professional organization. (This ties closely with Function 5)

VII. To identify resource people, instructors, consultants and materials for use in staff development programs.

- Identify consultants and resource people from outside the district who have skills and expertise which may be used by district groups and individuals.
- Identify in-district resource people as a talent bank which can be drawn upon as needs arise.
- Assist in the selection and coordinate the training of inservice leaders for identified projects.
- Identify and acquire resource materials related to staff development topics.
- Organize and provide media equipment in support of staff development activities.

VIII. To assist in program development in target areas identified by board objectives, state and federal mandated programs.

- Provide seminars and workshops to introduce decision makers and program developers to new state and federal mandates.
- Provide seminars and workshops for curriculum development personnel to bring them up to date on developments in target areas.
- Help to develop district-wide dissemination activities related to identified targets.
- Develop inservice programs in response to Board of Education and Superintendent of Schools Operational Objectives as part of the Priority Inservice process.

IX. To supervise cooperating teachers, student teachers and intern programs.

- Coordinate the placement of student teachers by developing a cooperating teacher list of approved supervising teachers through teacher applications and support of principals.
- Supervise the accounting of student teachers and interns in the district to ensure workman's compensation insurance coverage while on duty.
- Provide training programs for cooperating teachers in the area of clinical supervision.
- Conduct district level inservice activities for student teachers related to district services, personnel office topics, etc.

X. To work collaboratively with other institutions and agencies to develop a research base and new programs for staff development.

- Work with other school districts on collaborative staff development projects and in sharing ideas and resources to be used for staff development within the district.

- Share knowledge and ideas on teacher training with institutions of higher education.

- Develop and pilot test a district/college articulated program for new teachers.

- Work collaboratively with research and development centers both in providing field sites for research into education and staff development and in helping to guide the research efforts.

- Work with a variety of professional associations both in leadership and participant capacities related to issues in staff development.

XI. To administer staff development budget, policies and procedures, and the awarding of inservice credit.

- Develop district budget for staff development by coordinating budget requests from all facets of the district through which staff development activities are provided.

- Approve planning forms for staff development activities which require use of allocated budget resources.

- Approve planning forms for local inservice credit and submit to the State Department of Education for recertification credit approval.

- Provide recordkeeping for all inservice and recertification credit awarded to individual staff participants.

- Monitor prior approval for individual participation in both inservice and college credit courses where credit is applied for salary advancement approval, the principal or immediate supervisor being the approving agent.

- Provide communication to all personnel regarding availability of staff development activities both for credit and non-credit.

- Schedule and otherwise administer the use of 18 meeting rooms in the district's central office and north staff academy

- Provide periodical reporting to top-level administration on activities of the staff development office and make recommendations regarding related policies and procedures.

XII. To evaluate staff development programs, personnel and materials.

- Conduct end-of-course participant feedback on all courses offered for credit and many workshops offered for non-credit.

- Report evaluation findings to the State Department of Education when recertification credit inservices are involved.

- Give feedback to instructors for possible changes if courses are to be offered again.

- Conduct evaluation of effectiveness of certain staff development efforts, especially when related to target activities and priority inservice.

- Use the district's Management By Objectives to evaluate staff development staff.

For further information contact the Staff Academy, Jefferson County Schools,
1209 Quail St., Lakewood, Colorado 80215. Phone: (303) 231-2391

STAFF DEVELOPMENT OPERATIONAL PLAN

1979 - 1980

Roice Horning	Executive Director, Staff Development
Jim Metzdorf	Coordinator, Staff Academy
Susan Schiff	Inservice Resource Teacher

October, 1979

Responsibility Key: JM - Jim Metzdorf
RH - Roice Horning
SS - Sue Schiff

FUNCTIONS	ACTIVITIES	TARGET DATE	RESP.	NOTES
I. NEEDS ASSESSMENT				
*1 A. Certificated				
1. Teachers	a. Random sample survey of staff for inservice/college course planning purposes	11/80	SS	
	b. Probationary teachers - 2nd and 3rd year	1/80	SS	
2. Administrators	a. New administrators	1/80	JM	
3. Area	a. By request of area administrator groups	ongoing	JM	
4. School Staffs	a. Utilize the pilot tested school-based needs assessments instrument with an emphasis on school climate	ongoing	SS/JM	
	b. Pilot the use of CDE mini-audit process	12/79	JM/IPD	
5. Individuals	a. Conference on request	ongoing	SS/JM	
B. Classified				
1. Classified Employees (non-administrative)	a. Survey of staff by group as appropriate for general inservice planning purposes	ongoing	SS w/ Classified Personnel Coord.	
2. Administrators	a. Utilize a respresentative task force for inservice planning	ongoing	SDA w/ Staff Rel.	
3. Job-alike groups	a. By request of group or administrator in charge	ongoing	SS w/Classified Pers.	
4. Individuals	a. Conference on request	ongoing		

*Indicates number of the 1979 Board of Education Operational Objective(s)

FUNCTIONS	ACTIVITIES	DATE	RESP.	NOTES
II. CURRICULUM IMPLEMENTATION SUPPORT				
A. Supporting implementation of curriculum through the management stage of concern and the mechanical level of use	a. Assist coordinator and school staffs in recognizing the developmental nature of the implementation process	Ongoing	All	
	b. Assist central and school administrators in planning appropriate inservice intervention strategies for implementing curriculum based on needs assessment	Ongoing	SS/JM	
	c. In collaboration with Texas R&D Center: 1. Engage in data collection and analysis of Stages of Concern and Levels of Use as appropriate	Ongoing	JM/SS	
	2. Share in the development of an intervention taxonomy.	Ongoing	JM/SS	
	d. Assist Science department in disseminating implementation guides for principals	Ongoing	JM/SS	
	e. Assist Language Arts department in implementing composition inservice K-12	Ongoing	JM	
	f. Assist Environmental Ed and Social Stud. offices in implementation of New Moccasins unit	12/80	SS	
	g. Assist staff in systematic planning of priority inservice in order to achieve district objectives		All	
	h. Evaluate 1979-80 inservice for new teachers--recommend revisions and coordinate with other Directors	3/80	SS/RH	
	i. Plan and implement inservice for new teachers for 1980-81	6/80	SS	
	j. Support inservice for field test of the Primary Integrated Curriculum program	Ongoing	JM	
	k. Provide assistance and planning support to the special education inservice project on mainstreaming	Ongoing	RH/JM	
	l. Develop a priority inservice program for the Senior High Social Studies course revisions	5/80	SS	

*Indicates number of the 1979 Board of Education Operational Objective(s)

FUNCTIONS	ACTIVITIES	TARGET DATE	RESP.	NOTES
CURRICULUM IMPLEMENTATION SUPPORT - continued				
B. Supporting Implementation of curriculum from the impact stage of concern and from the routine level of use	a. In collaboration with the Texas Research and Development Center 1. Determine uses of data gathered in science in developing follow-up implementation plans for study schools	Ongoing	JM	
* 1	b. Coordinate an interdisciplinary impact level inservice program in cooperation with Instructional Services Division staff (Seminar Task Force)	Ongoing	RH/JM/SS	
	1. Examination of the BASICS program for use in Jeffco (thinking skills)			
	2. Extending the application of the Learning Together and Alone workshop activities			
	3. Use of the Professional Development Program developed by Madeline Hunter et al and as presented by Kay Hachton			
	4. Utilize the findings of the California BTES			
	5. Examine Models of Teaching by Joyce as basis for identifying generic teaching approaches.			

*Indicates number of the Board of Education Operational Objective

FUNCTIONS	ACTIVITIES	DATE	RESP.	NOTES
C. Curriculum Supportive Off-campus and Inservice courses *1	a. Develop course offerings in cooperation with subject area departments	Ongoing	JM/SS	
	b. Verify need and schedule courses suggested by colleges and universities	Ongoing	JM	
	c. Coordinate external degree programs	Ongoing	SS/JM	
D. Teaching Basic Skills in all Content/responsibility areas	a. Cooperative with coordinators and area staff groups to develop appropriate inservice activities	Ongoing	All	
E. Individual Curriculum Projects for Curriculum Support	a. Review, provide prior approval and recommend all personal development projects for salary increment/recertification credit	Ongoing	Joe Perito /RM	
	b. Award credit to district personnel for completed projects	Ongoing	RM	
F. Building Administrator Role in Curriculum Implementation	a. In collaboration with the Texas R&D Center, collect and analyze data on building administrator affects on curriculum implementation	Begin 12/79	JM	

* Indicates number of the 1979 Board of Education Operational Objective

FUNCTIONS		ACTIVITIES	TARGET DATE	RESP.	NOTES
III. General Personal and/or Professional Growth * 1, 5	a.	Review needs assessment data in cooperation with certificated personnel and professional associations	Ongoing	SS/JM	
A. Self improvement 1. Current Assignment 2. Job Change 3. Personal Growth Need	b.	Select and recommend District and non-District consultants and resource personnel to present inservices and workshops	Ongoing	SS	
	c.	Cooperate with administrators, staffs, JCEA Committee to meet requests for assistance	Ongoing	JM/SS	
	d.	Negotiate for off-campus courses to meet specific requests as needed	Ongoing	JM/SS	
	e.	Review, provide prior approval, process and monitor proposals for personal experience projects	Ongoing	Joe Perito /RH	
B. Group Process Skills	a.	Model and present group process skills in meetings with District administrators and staffs	Ongoing	All	
	b.	Assist District administrators and staffs in planning and implementing relevant activities	Ongoing	JM/SS	
	c.	Monitor the external degree program with the Univ. of Colorado Denver in human resource development	Ongoing	JM/SS	
C. Current Trends/ Research	a.	Research and secure materials and input for District personnel relative to surfacing needs and trends which affect the District's implementation of its goals	Ongoing	RH/JM/SS	
D. Professional Growth Program for YRS Personnel	a.	Provide inservice and college courses appropriate to the special needs and time schedules of Year-Round School personnel	Ongoing	JM/SS	
E. Recertification	a.	Provide inservice programs applicable to recertification needs of district staff and secure Colorado Department of Education approval	Ongoing	JM/SS	

* Indicates number of the 1979 Board of Education Operational Objective

FUNCTIONS	ACTIVITIES	DATE	RESP.	NOTES
IV DISTRICT-AREA-SCHOOL STAFF DEVELOPMENT PROGRAMS * 1				
A. Area Staff Groups	a. Provide planning and strategy support for area superintendents, teachers, principals and their planning groups in serving area needs	Ongoing	JM/SS	
	b. Facilitate development of course activities to support special needs	Ongoing	JM/SS	
	c. Coordinate use of District and non-District resource persons	Ongoing	JM/SS	
B. School Staff 1. Entire Staff 2. Sub Group(s)	a. Provide planning help, strategy support, and formative evaluation of staff development activities	Ongoing	All	
	b. Facilitate development courses to support special needs	Ongoing	JM	
	c. Coordinate the use of District and non-District resource people	Ongoing	SS/JM	
	d. Adopt the process for school climate improvement using the consultant cadre model validated through a Title IV-C project on organizational development (POD) and plan for its extension within the district	Ongoing	All	
C. Substitutes	a. Coordinate inservice/college activities in liaison with Personnel Office	Ongoing	JM	
D. Classified Employees	a. Assist the Coordinator of Classified in the personnel office, classified administrators and representatives of classified employee groups in planning and implementing inservice activities to meet general and special needs	Ongoing	All	
	b. Coordinate the use of District and non-District resource people	Ongoing	SS/CE	
	c. Assist in arranging individual training experiences to meet special needs	Ongoing	SS/CE	

* Indicates number of the 1979 Board of Education Operational Objective

FUNCTIONS	ACTIVITIES	NOTES
V. ADMINISTRATIVE STAFF DEVELOPMENT PROGRAMS	To be identified in collaboration with administrator inservice planning team and made an addendum to this operational plan	

FUNCTIONS	ACTIVITIES	DATE	RESP.	NOTES
VI. COOPERATION WITH PROFESSIONAL ORGANIZATIONS *3				
A. J.C.E.A. 1. Instructional Professional Development Committee (IPD)	a. Attend meetings	Ongoing	Jan Nelson	This JCEA committee is its inservice arm. Jan Nelson serves on the committee and is the liaison with the Academy.
	b. Solicit support/cooperation in needs assessment activities	Ongoing	SS/Jan Nelson	
	c. Review and approve cooperative funding of inservice and other professional growth activities	Ongoing	SS/RH	
	d. Secure personnel and materials	Ongoing	SS/Jan Nelson	
2. Conference and Travel	a. Monitor awarding of monies and bookkeeping for 703002 account - JCEA conference account	Ongoing	Joe Perito Asst. Supt.	
3. School Climate	a. Assist in planning district-wide school climate emphasis	9/79	JM	
	b. Support and follow-up at the building level	6/80	JM/SS	
B. Jefferson County Administrators Association (JCAA)	a. Maintain liaison regarding staff development activities for administrators	Ongoing	JM	
	b. Monitor awarding of monies in administrator's conference and travel account and assist various levels in procedural questions	Ongoing	JM	
C. Classified School Employees Association (CSEA)	a. Assist in planning and approve program plans and budget requests	Ongoing	SS/RH	
	b. Approve and award professional growth credit and maintain records of class participation	Ongoing	RH	
D. Jefferson County Association of School Business Officials (JCASBO)	a. Monitor involvement of members in professional growth activities, approve growth plans and their completion, and maintain records of participants' activities and reimbursement.	Ongoing	RH	

*Indicates number of the 1979 Board of Education Operational Objective

FUNCTIONS	ACTIVITIES	TARGET DATE	RESP.	NOTES
VII. MATERIAL AND HUMAN RESOURCES POOL FOR STAFF DEVELOPMENT *1, 5				
A. Human 1. District Personnel	a. Identify and maintain a list of District personnel whose skills can be used by individuals and staffs for inservices and other professional growth activities	Ongoing	JM/SS	
	b. Select and train a consultant cadre using the model validated through a Title IV-C project on organizational development (POD), coordinate their use. Identify second round participants.	Ongoing	JM/SS	
	c. Plan and implement a training laboratory for inservice leaders in senior high Social Studies and in the Special Education mainstreaming project	6/80	All	
	d. Plan for the development of inservice leadership for impact level inservice.	Ongoing	JM/SS	
2. Out-of-District Consultants	a. Maintain knowledge of out-of-District consultants whose skills can facilitate progress toward accomplishing R-1 goals and assisting in the professional growth of R-1 personnel		JM/SS	
	b. Serve as a brokerage and District liaison to secure needed out-of-District consultants to meet the needs of R-1 personnel and programs	Ongoing	All	
B. Materials	a Review current materials and resources available to facilitate meeting the needs of R-1 personnel and programs	Ongoing	JM/SS	
	b. Serve as information and materials brokerage for areas, schools, and individuals who request assistance with their professional growth and inservice needs	Ongoing	All	

*Indicates number of the 1979 Board of Education Operational Objectives

FUNCTIONS	ACTIVITIES	TARGET DATE	RESP.	NOTES
VII. MATERIALS AND HUMAN RESOURCES POOL FOR STAFF DEVELOPMENT - continued				
B. Materials - continued	c. Secure, when possible, the materials which will facilitate accomplishing the goals of R-1 personnel and programs	Ongoing	All	
	d. Monitor the use of the materials and resources available through the Staff Development Academy for use by District personnel	Ongoing	JM/SS	

FUNCTIONS	ACTIVITIES	TARGET DATE	RESP.	NOTES
IX. COOPERATING TEACHERS/STUDENT TEACHERS/INTERNS	a. Monitor student teacher assignments, authorize placement of student teachers and approve variances from the approved cooperating teacher list	Ongoing	JM	
	Quarterly reporting of assignments from schools. Report of assignments to District insurance office for workmen's compensation coverage	7/79 10/79 1/80 4/80		
	b. Prepare and distribute '79 approved cooperating teacher list	10/79	JM	
	c. Plan preservice workshops for student teachers	10/79 2/80 4/80 6/80	Joe Perito	
	d. Monitor the approval and awarding of CDE recertification credit for cooperating teacher experience	Ongoing	C.Earnhart	
	e. Revise and distribute cooperating teacher handbook		Joe Perito /JM	
	f. Maintain liaison with colleges and universities in planning for preservice training	Ongoing	JM	

FUNCTIONS	ACTIVITIES	TARGET DATE	RESP.	NOTES
X. **OUT-REACH ACTIVITIES**				
A. Colleges and Universities	a. Plan with colleges and universities for off-campus courses including meetings with UNC leadership to secure resources for off-campus courses	Ongoing	JM	
	b. Represent the District at college and university meetings re: teacher education and staff development	Ongoing	All	
	c. Cooperate in selection of graduate interns to meet special District needs	Ongoing	RH/JM	
B. Other Local Education Agencies	a. Cooperate and consult regarding staff development as needed or on request. Interchange of materials and ideas	Ongoing	All	
	b. Participate in meetings and activities in Colorado Staff Development group headed by Ed Brainard of the North Central Association	Monthly	All	
	c. Cooperate with Texas Research & Development Center staff in conducting Concerns Based Adoption Model workshops upon request	Ongoing	All	
C. CDE/Regional, USOE	a. Coordinate staff development programs for Individually Guided Education (IGE) Jeffco schools with the Colorado Department of Education IGE Office.	Ongoing	JM/SS	
	b. Explore, develop and respond to other opportunities for cooperation with the Colorado Department of Education and the regional U.S. Office of Education	Ongoing	All	
	c. Serve on Title IV-C (innovative projects) onsite evaluation teams upon request	Ongoing	All	
	d. Serve on NCA visiting teams upon request	Ongoing	All	

FUNCTIONS		ACTIVITIES	TARGET DATE	RESP.	NOTES
X. OUT-REACH ACTIVITIES					
D. State/National Professional Organizations	a.	Consider for personal membership and support activities of Association for Supervision and Curriculum Development, National Staff Development Council, American Society of Teacher Educators, American Society for Training and Development, Colorado Association of School Executives and other related groups		All	
	b.	Plan and organize in preparation for Jefferson County hosting the 1979 annual national conference of the National Staff Development Council to be held in Vail, October 23-26 1979.	10/26	JM	
E. Other organizations or Groups	a.	Attend seminars, workshops and similar informal activities in order to exchange information and offer consultation services	Up to 11 days	All	
	b.	Develop and participate in multi-District programs for meeting common professional growth needs	Ongoing	All	

FUNCTIONS	ACTIVITIES	DATE	RESP.	NOTES
XI. MANAGEMENT PROCEDURES FOR STAFF DEVELOPMENT PROGRAMS * 1, 3, 4				
A. Operational Planning	a. Develop and secure approval for yearly program plan for Staff Development	10/79	RH	
	b. Review and update long-range (3 year) plans for Staff Development	7/80	RH	
	c. Conduct periodic reviews of progress in meeting yearly plan and in recommending revisions based on need	Semi-annually	RH	
	d. Prepare reports of staff development activities and related issues for the Assistant Superintendent for Instructional Services	On request	RH	
B. Budget (Planning and Supervision)	a. Secure input for a yearly budget proposal based on needs reflected by curriculum departments, area superintendents, teachers, district administrators, Staff Development personnel, and professional organizations.	3/80	RH	
	b. Review and refine budgetary proposal in conference with involved parties and recommend yearly budget to Assistant Superintendent.	4/80	RH	
	c. Provide supporting documentation and explanation	On request	RH	
	d. Administer expenditure of funds in line with the approved program plan	Ongoing	RH	
	e. Maintain accounts of funds allocated to each separate function and the associated detailed expenditure	Ongoing	RH	
	f. Provide signature authority and approve all Staff Development program account expenditures	Ongoing	RH	
	g. Recommend budgetary transfers in line with program needs	As necessary	RH	
C. Intra-District Communication/ Articulation	a. Prepare and distribute a professional growth booklet two times per year	12/79 6/80	All	
	b. Prepare information for the Messenger regarding revisions and additional professional growth opportunities	Ongoing	All	

*Indicates number of the 1979 Board of Education Operational Objective

FUNCTIONS	ACTIVITIES	TARGET DATE	RESP.	NOTES
XI. MANAGEMENT PROCEDURES FOR DEVELOPMENT PROGRAMS - continued	c. Screen all Messenger items relating to staff development for accuracy, brevity, and appropriateness.	Ongoing	RH	
	d. Respond to inquiries from District staff and Personnel Office regarding professional growth courses	Ongoing	All	
	e. Respond to requests for information concerning course approval for salary advancement and recertification	Ongoing	All	
	f. Explain staff development options to school staffs and principal and area superintendent groups	Ongoing	All	
	g. Provide status reports to superintendent and Board of Education	On request	RH	
	h. Update the annual report	12/79	RH	
	i. Cooperate on a regular basis with division curriculum directors to achieve a balanced staff development and installation process	Ongoing	RH	
D. Program and Credit Approval	a. Plan with District staff and recommend program plans for approval	Ongoing	SS	
	b. Approve program plans for all staff development activities involving credit and/or expenditure of budgeted staff development funds for classified and certificated staff	Ongoing	RH	
	c. Approve and award inservice credit for staff participation in District inservice programs	Ongoing	RH	
E. Academy Scheduling and Supervision	a. Schedule and supervise use and maintenance of academy space at 1209 Quail, publish weekly calendar and resolve issues	Ongoing	JM	
	b. Schedule and administer building use at the North Staff Academy - 20th and Hoyt	Ongoing	JM	

FUNCTIONS	ACTIVITIES	TARGET DATE	RESP.	NOTES
XI. continued				
F. Development, revision, and implementation of policies and procedures	a. Periodically review Board of Education Objectives and include in yearly operational and MBO plans	Annually	RH	
G. Personnel Management	a. Administer personnel policies and procedures for department and staff	Ongoing	RH	
	b. The District's MBO process of administrator evaluation will be utilized in the Staff Development Office	Ongoing	RH/JM	
	c. Secretarial evaluations will be conducted as per District policies	Ongoing	RH/JM	

FUNCTIONS	ACTIVITIES	TARGET DATE	RESP.	NOTES
XII. EVALUATION: FORMATIVE AND SUMMATIVE				
A. Programs	a. Prepare and disseminate an evaluation summary for all inservice credit courses.	2/80	SS	
	b. Obtain college off-campus evaluation data from college courses as needed	Ongoing	JM	
	c. Use course evaluation data for counseling with inservice leaders in order to improve services	Ongoing	SS/JM	

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N = 15

BASIC SKILLS INSERVICE EVALUATION
ELEMENTRARY TRACK B and C TEACHERS
August 1 and 2, 1979

1	2	3	4	5
Not at all				Very much so

	1	2	3	4	5
1. Generally the activities planned for each day were worthwhile.				6	9
2. The atmosphere of the inservice was enthusiastic and interesting.				4	11
3. The instructors were knowledgeable in the subject area.					15
4. Material was presented in a manner to be helpful.				3	12
5. The inservice was necessary and worthwhile.				5	10
6. The inservice has helped prepare you to begin (or continue) planning for your classes.				4	11
7. Material was related to teaching assignment.				3	12
8. Ideas and questions were solicited and respected by the instructor and satisfactorily answered.				1	14

BASIC SKILLS INSERVICE EVALUATIONS - August 1 and 2

READING:

- Panel of teachers was very informative, also handouts to clarify cards (marking, etc.)

- I was able to see how the Wisconsin Design Program works. Mike was great!

- Very helpful in planning and grouping

- Fun, interesting

- It was very helpful having guest teachers explain their programs.

- Mike was terrific. I especially enjoyed the 3 guest teachers. It's always a help to hear other suggestions.

- This session was taught very well. I liked the discussion with the teachers from the other schools.

- Handouts for referral are great. Wealth of information.

- Very informative concerning implimenting comprehension, study skills

- Sharing ideas most useful.

- Very thorough job in the overview of the reading programs. Extremely helpful.

- Super!

- Helpful in terms of proper recordkeeping.

MATH:

- Very informative. Heather was very well prepared.

- Heather made math very clear

- Very helpful in understanding Stamm and also grouping successfully in math

- Excellent - very helpful and thorough, included everything

- Very thorough

- I found I really needed this information in December more than the other subjects. Heather was helpful for my structure in the classroom

- It was very beneficial to see how the total math program finally works

BASIC SKILLS INSERVICE EVALUATIONS

MATH (Continued)

- A good intro to use of Stamm program and the completeness of the Teacher's Guide. Lots of things in there I didn't know about.

- Good to know what is required and how to properly mark cards.

- Clarify organization of class structure. Need: computer help and grading

- Very helpful overview on the county math program

- Helpful in terms of proper recordkeeping. Also, specific ideas for lesson plans very helpful.

LANGUAGE ARTS

- Clarified a lot of misconceptions on word lists and skills to be taught

- Cary helped explain language arts and spelling. I really enjoyed this inservice

- Cleared up confusion on guide, materials available and spelling

- A very thorough introduction Helped immensely.

- Extremely helpful in showing how the students can mark their own cards.

- Cary was so helpful with the L.A. portion. As a new member to a school, it's extremely hard to find information to use, unless you know what to look for, and, what is available.

- This was a most informative session. A great deal was covered efficiently in a short amount of time.

- Spelling was especially helpful.

GENERAL COMMENTS:

- Please do this at the beginning of assignment. It would have greatly helped.

- I needed this in December because I had no idea how to approach teaching these materials.

- I wish I could have had this inservice last December when I first started teaching on a limited contract.

BASIC SKILLS INSERVICE EVALUATIONS

GENERAL COMMENTS (continued)

- All 3 teachers were very amiable and extremely willing to help

- So much was presented in two days that I hope I remember all of it. I'm glad we're having a follow-up in September.

- I though the inservice was fantastic for a new employee to the district. I only wish I could have been involved with this same inservice in December when I started my limited contract.

- Very worthwhile.

- Some sort of information concerning both the science and social studies curricula would be helpful, especially involving preparation to teach both.

- Great help in organizing

- Perhaps should have inservices on science, social studies and other subjects.

- I would prefer to go over materials at the inservice that are relevant to the cause - but I tend to not have time to read other things so help me by limiting the materials to only essentials.

- I would like to have enough time for the presentors to give us more practical, getting started ideas. We seem to run a little short.

- I really feel that these inservice sessions should be scheduled at least 2 or 3 times for teachers put into positions at different times of the year. Would have been helpful for me last year. Also, what about inservices for science and social studies?

- I felt that each session was very beneficial. I learned many useful things in each one. Although I felt very resentful when I first learned about having to attend these two days (and miss 2 important end of term days) I feel now that it was worthwhile.

N = 14

BASIC SKILLS FOLLOW-UP INSERVICE
PARTICIPANT EVALUATION SUMMARY
Track B and C Teachers
September 11, 1979

1 2 3 4 5
Not at all Very much so

	1	2	3	4	5
1. The instructors tried to deal with the concerns of the group.				1	13
2. This inservice has provided additional help for me in teaching the basic skills curricula.			4	2	8
3. The library media presentation provided useful information about materials and services available from the central office.			2	4	8
4. I had the opportunity to have most of my questions answered.				4	10

READING

- The more information I seem to get the more confused I get about how to organize the day to cover all the materials. I'm feeling like I need to redo a lot of the things and ways of put across the curriculum.
- Clarification of how far a child should be carried ahead of his grade level.
- Very good. The exchange of ideas and help to clarify problems and find solutions was very beneficial.
- Gained most from hearing other teachers' comments w/ solutions to scheduling, grouping, etc.
- Clarification of grade level testing and how far ahead of grade level you should go.
- Super! It helped me to incorporate all the Wisconsin Skills with the Basal program.
- I think we gave Mike more feedback than we received from him.
- Most helpful - suggestions on books for oral reading.
- Added new ideas.
- Class management and time scheduling to include all obj.
- Excellent!
- Discussion on Developmental Reader levels was most helpful as was the brainstorming on developing better independent readers.
- It was good to hear that other teachers have the some concerns in skill grouping that I have.

MATH

- She does such a great job! Heather makes math so easy to teach!
- Very helpful. Heather definitely helped clear up trouble spots. It helped to know others have problems.
- Brief; not much more gained than original inservice.
- Helped me set up groups successfully.
- I was glad to hear that we would soon be getting the guides.
- Good discussion - not a lot of new information.
- Most helpful - discussing assignment sheets and a general overview of the program.
- Math game ideas were very interesting and gave us all ideas.
- The most helpful ideas in math are those shared and discussed by other teachers.

LANGUAGE ARTS

- Helpful information was given about recording grades on the card.
- We learned about units being revised and what to expect.
- Good. Brief, some new info.
- Helped me understand "card" and how to teach Lang Arts.
- It was helpful to hear the other teachers' questions and comments. My questions were also satisfactorily answered.
- It was overwhelming to see all the things that are available.
- Was not helpful.
- Not very helpful.
- Brainstorming on creative writing was very beneficial as was the instruction on using the material.
- I wasn't able to attend dut to the Core Inservice.

LIBRARY MEDIA

- The general information learned at orientation was valuable...today I feel inadequate and very disorganized.
- The services that the county offers is so impressive. I was totally pleased with the entire day. It has been a pleasure.
- Fantastic to be made aware of all the materials.
- Tour of Professional Library was best.
- Let me know all the millions of materials available.
- It was overwhelming to see all the things that are available.
- Most interesting - it was a good opportunity to see some of the resources which are available to us.
- Most helpful - looking at and being made aware of available resources.
- Checked some new things.

The tour was most interesting. It's great to see what is available in Jeffco.

OTHER COMMENTS

- Enjoyed the interaction and support among the staff and other teachers.
- I believe all of the people involved with these inservices are very knowledgable and if I run into any problems I would feel welcome to call. That helps!
- Many "old" teachers could benefit from similar inservices.
- This inservice could have been half as long. All people to go to those which they feel which are needed.
- The teachers are great!

BASIC SKILLS FOLLOW-UP INSERVICE
PARTICIPANT EVALUATION SUMMARY

Special Education
September 11, 1979

1 2 3 4 5
Not at all very much so

	1	2	3	4	5
1. The presentations helped me understand the sequence and levels at which various skills are introduced in the curriculum		1	5	16	6
2. This inservice enabled me to become familiar with the various methods and materials that are approved for use.		1	8	14	4
3. The method by which skill mastery is recorded was explained.		2	6	14	4
4. The discussions which included the instructor, resource teacher or supervisor were helpful.		1	4	11	7
5. Ideas and questions were solicited and respected by the instructor and satisfactorily answered.			2	10	15
6. The inservice was necessary and worthwhile.		1	3	12	11

READING

- Well planned. Got a lot out of materials that were presented.
- FANTASTIC
- Very helpful to see progression of skills and general info of the program
- Excelent relation with S/L.
- Excellent! This inservice included many helpful suggestions dealing with curriculum coordination. More time to talk about reading would be appreciated.
- The inservice booklet was hery helpful as there is a lot of information and having that will be a good reference for the future.
- The explanation of the Wisconsin Design was very helpful. Teachers often talk openly about it and forget that you might not know that much about it.
- Would like to have heard about the Delta Remediation program.
- I was given a good basic introduction to the reading program in Jeffco. I am now more familiar with where to go to find out what a student needs work on.
- Specifically pertinent to S&L work
- Very helpful in being able to relate language to classroom teachers reading program.
- More material and discussion about secondary level would have been nice- almost totally oriented to elementary.
- For a new teacher all of the information was mind-boggling to begin with. ("bombardment of stimuli"-Marshal McLuhan) and then to have to absorb all the information from the inservices is just too much.

- . The overview was helpful. It would have been more helpful, however, to listen to experienced P.C. teachers talk about their programs for reading.
- . I feel it would be highly beneficial to have a resource teacher relate the Jefferson County curriculum to the P.C. curriculum. Also would have been helpful to include the methods by which skill mastery is evaluated before it is determined if mastery of a N.A. specific skill is achieved.
- . Felt it to be a good presentation, setting a reasonable expectation for usage in special education.
- . Very good job in expressing himself.

MATH

- . Well planned. Got a lot out of materials that were presented. Good use of materials and discussion.
- . Perhaps could use more time for each area, but it was helpful to hold this after (traditional) school had started - more relevant.
- . Not student oriented.
- . General exposure provided a nice background. Presentation was very clear.
- . Excellent relation to S/L objectives also.
- . The entire program presentation was very helpful. Good to become aware of STAMM.
- . A good overview and the presentation was adapted to the needs of the group.
- . The presentation was interesting, however it was the least related to speech and language.
- . Very well presented by articulate chair person.
- . Good overview
- . Pretty good. Provided information at all levels - explained different materials, tests and procedures.
- . Horrible - not pertinent to special education.
- . Not helpful at all. The presenter was uninformed about PC math program or P.C.

- . It was unfortunate that the presentor for math was not more familiar with Special Ed. needs
- . Disappointed that the math person did not know PC has their own math cards. They had never seen

LANGUAGE ARTS

- . Excellent relation to S/L objectives also.
- . The entire program presentation was very helpful. Perhaps the tying in of reading and lang arts may have helped.
- . Good handout with objectives.
- . The speaker referred to oral language only, and never spoke about written language. More exposure to what teachers have to deal with would have been helpful in the areas of written language and literature.
- . Information was meaningful but could have been presented in a more exacting way.
- . Specifically pertinent to S and L work.
- . Very helpful and informative. Excellent materials to relate language to classroom teacher's program.

BEST COPY AVAILAB

General Comments:

- Good program and very nice attempts to gear this information to our specific needs.

- Special Ed personnel have too often been ignored (perhaps by their choice) as to what regular education programs are all about. We need to get together and this was an excellent method of doing it. Perhaps regular ed teachers need to be inserviced on responsibilities of spec. ed personnel also?

- Good presentation - tried to gear to the staff's special needs. Thanks.

- I did not realize that the inservice was to be directed towards elementa teachers. I did learn a little about what kind of background in special ed my younger kids have, but I would rather have had more specific information for junior high level.

- It seemed that there was a lot to cover in too little time. Need STAMM materials especially STAMM I for special education.

- The instructors were very nice and understanding - good backgrounds. It just seems that teaching becomes the last item - district becomes more concerned about goals, cards, guides on and on, I hope it evens out because I like the school and the assignment - just don't want to get burned out.

- Really appreciated the resource teachers' input. Would like to see a jointly presented "teaming" of BasicSkills, special ed. personnel in the future training inservices on curriculum.

EXEMPLARY PROGRAM OVERVIEWS

In this section twenty beginning teacher programs that have been cited as exemplary by educators interested and involved in programs for beginning teachers are briefly described. The overviews have been organized into five sections according to the type of institution sponsoring the programs: 1) university, 2) school district, 3) state agency, 4) consortium, or 5) the federal government (Teacher Corps Projects). The sections, or models, and the sponsors, of exemplary programs are as follows:

UNIVERSITY MODELS

Allegheny College
Claremont Graduate School
College of Notre Dame
Glassboro State College
Indiana University
Michigan State University
Northwest Nazarene College
Seattle Pacific University
University of California, Los Angeles
University of Northern Colorado
University of Southern California

CONSORTIUM MODELS

U. of Arizona-Tucson, Arizona State U.
University of Wisconsin-Whitewater

SCHOOL DISTRICT MODELS

Houston Independent School District
Irvine School District
Lincoln Public Schools
New Orleans Public Schools

STATEWIDE MODEL

Georgia Department of Education

TEACHER CORPS MODELS

Stanford University
Western Washington University

UNIVERSITY MODELS

Five Year Program in Teacher Education

Sponsoring Institution: Allegheny College
Address: Box 23, Education Dept., North Main
Meadville, PA 16335
Telephone: (814) 724-3100
Director: Robert Schell
Cooperating Agencies: Cleveland area schools

Level: Elementary and Secondary
Prerequisites: B.A., distribution requirements, and selected required courses
Funding Sources: Private Institution
Number of Participants: 13
Relevant Legislation: Program approval process

Special Focus: Concern with preparing teachers to work in both urban and rural settings.

The Five Year Program in Teacher Education at Allegheny College leads to a Master of Arts in Education degree. The program is open to qualified graduates who have completed their undergraduate studies and have their initial teaching certification. Candidates may seek and obtain a teaching position in a public school on their own; alternatively, the College places them in a nonpaying assignment.

The paid assignment is for a full academic year of teaching under contract. Additionally, the College cooperates with the staff of the school involved in providing supervision for the beginning teacher. The nonpaying assignment requires a full term of supervised work directly related to attaining desired competencies.

All graduate work done during the fifth year applies toward permanent certification in Pennsylvania. The program was developed for the purposes of blending theory and practice, for providing maximum, rather than minimum competencies, and for providing an urban-based program for metropolitan [illegible] rural areas.

The program has been evaluated through follow-up studies of graduates, analysis of self concept and attitude changes, student evaluations, and public school feedback.

Teacher Education Internship Program

Sponsoring Institution: Claremont Graduate School
Address: Harper 18, Claremont Graduate School
Claremont, CA 91711
Telephone: (714) 621-8000
Director: Dr. Dennis S. Tierney
Cooperating Agencies: Local cooperating school districts

Level: Multiple and single subject credential levels (elementary and secondary)
Prerequisites: Same as other MA programs plus interview
Funding Sources: Standard for independent institution
Number of Participants: 1979-80, 35 interns
Relevant Legislation: Education code sections known as Ryan Act, especially those sections referring to multiple and single subject credential programs that utilize the intern model. Other sections of Education, Civil, and Criminal Code as appropriate.

Special Focus: Individualized program emphasizing the transfer of theory into practice.

The Claremont Graduate School Teacher Education Internship Program offers teacher preparation at the graduate level with an emphasis on a close integration of theory and practice. The program is highly individualized, and offers strong supervisory support for the intern during the teaching year.

The pre-internship curriculum is directive and is responsive to recent State of California mandates, including mainstreaming, reading instruction for all credential candidates and substance abuse instruction.

The program prepares candidates for the Multiple Subject Credential (Elementary) as well as Single Subject Credential (Secondary). One of the objectives of the program is to professionally prepare a small group of teacher-leaders able to respond effectively to the changing demands of a culturally diverse society.

The program has not been formally evaluated in recent years. Informal indicators of success, however, have included reports from school districts, comments from graduates and the continued ability of graduating intern teachers to secure paid teaching positions.

Intern Program

Sponsoring Institution:	College of Notre Dame
Address:	Belmont, CA 94002
Telephone:	(415) 593-1601
Director:	Sister Emile Zenner
Cooperating Agencies:	Local school districts
Level:	Secondary
Prerequisites:	B.A., approved academic major, previous experience with children, CA intern certification
Funding Sources:	No external support
Number of Participants:	14
Relevant Legislation:	Ryan legislation mandates

Special Focus: Interagency cooperation with three-year follow-up of the teachers.

The Intern Program of the College of Notre Dame is geared to students who possess a B.A. degree in education or liberal arts and have had previous experience with children. The student also must have a California intern certificate.

Interns are required to attend classes and seminars during the school year as well as two summer sessions. They are hired as full-time teachers in urban areas surrounding the college. There is close cooperation among the school district, onsite personnel and the college supervisors to provide assistance to the new teachers during their first year.

Effectiveness is measured by a competency rating sheet completed at the end of the first and third year of teaching by the school principal.

Experiential Preservice/Inservice Continuum (EPIC)

Sponsoring Institution:	Glassboro State College
Address:	Division of Professional Studies, Glassboro State College, Glassboro, NJ 08028
Telephone:	(609) 445-7318
Director:	Dr. Edward H. White, Jr.
Cooperating Agencies:	None
Level:	K-12
Prerequisites:	4-year program with 5th year internship
Funding Sources:	State Department of Higher Education
Number of Participants:	Present: 60, Projected: 120
Relevant Legislation:	None

Special Focus: Emphasis on clinical experience, mainstreaming, basic skills instruction and integrated preservice and inservice training.

The Experiential Preservice/Inservice Continuum (EPIC) program at Glassboro State College in New Jersey offers a supervised fifth-year residency plan for elementary and secondary level teachers.

Students enter the program as freshmen and take classes in general studies, area(s) of academic specialization, and professional study during their four undergraduate years. In the fifth year, they participate in a supervised residency program as full time salaried professional teachers. Developed in response to a request by the New Jersey Department of Higher Education, the EPIC program gives its students an intensified school-based experience and encourages continuous professional growth based on the individual needs of the student. Emphasis is given to field-based clinical experience, basic skills instruction, mainstreaming, and an integrated preservice and inservice experience.

Though there is regular examination of achievement with comparison to national norms, the program was begun this year and a formal first year evaluation has not been undertaken yet.

Alternative Schools Teacher Education Program (ASTEP)

Sponsoring Institution:	Indiana University
Address:	337 School of Ed., IU-Bloomington, IN 47405
Telephone:	(812) 337-3798
Director:	Tom Gregory
Cooperating Agencies:	Numerous school districts across the country
Level:	Early childhood - 12th grade
Prerequisites:	B.A., acceptance into graduate school and ASTEP; most have regular certificate
Funding Sources:	No external support
Number of Participants:	30 - 50 per year
Relevant Legislation:	None

Special Focus: Alternative schools in public education.

The Indiana University's Alternative Schools Teacher Education Program (ASTEP) is designed to train teachers for alternative public school education. It also attempts to provide technical assistance to alternative schools throughout the country, and to stimulate intellectual exchange in the alternative school setting.

The program requires that the intern spends a full academic year teaching in an alternative public school. This can be in any state across the nation. Each intern is paid a salary by the school that is approximately half that of a beginning teacher at that school.

Students attend two summer sessions at the university and earn up to 18 hours of graduate credit for the internship towards a Master's Degree in elementary or secondary education. In keeping with the philosophy of the alternative school, the program offers considerable individualization within the university's requirements.

Supervision is handled primarily by school personnel but the university staff stays in contact with the school involved throughout the year. It should be noted that the program was awarded the Distinguished Achievement Award in 1975 by the American Association of Colleges for Teacher Education.

Elementary Intern Program (EIP)

Sponsoring Institution:	Michigan State University
Address:	East Lansing, MI 48824
Telephone:	(517) 355-6680
Director:	Dr. Leland Dean
Cooperating Agencies:	Eight school districts
Level:	Elementary
Prerequisites:	Interview before examining committee
Funding Sources:	Self-supporting
Number of Participants:	50 per year
Relevant Legislation:	Program participants are granted special teaching certificates during internship year

Special Focus: Accelerated work-study program.

The Elementary Intern Program (EIP) of Michigan State University, one of the oldest teacher training programs in the country, has been operating for 18 years. It was developed in order to provide: 1) a gradual introduction to full professional responsibilities, 2) a closer relationship between theory and practice and 3) an opportunity for students to earn while learning.

The EIP condenses teacher preparation and internship from five to four calendar years. The fourth year student (intern) is awarded a "special" certificate to teach. The program emphasizes preservice classroom preparation during the first two years (60 credits), and gradually introduces the intern into the classroom, so that by the senior year (4th year), the whole year is spent teaching.

The overall objective of the EIP is to best prepare the student for teaching, maintaining the attitude that learning does not stop once certification is granted; professionalism is stressed. To that end, practitioners (intern consultants who act as models) as well as university level instructors contribute to the education of interns. The program is highly individualized and supportive.

The program is self-supporting, with school districts paying interns while they are enrolled in the university. Eight school districts cooperate with the program.

First Year Intern Cooperative Graduate Program

Sponsoring Institution: Northwest Nazarene College
Address: Nampa, ID 83651
Telephone: (208) 467-8250
Director: Dr. Wesche
Cooperating Agencies: Three school districts

Level: Elementary
Prerequisites: A.B. and teaching certificate
Funding Sources: Participants
Number of Participants: 12 per year
Relevant Legislation: None

Special Focus: Analysis of classroom instruction and feedback on teaching process.

The First Year Intern Cooperative Graduate Program at Northwest Nazarene College was originally offered as a senior year program but it was changed to the first year of teaching when it became evident that seniors were not ready for total classroom responsibility.

Program objectives include: 1) increasing the professional skills of the beginning teacher, and 2) providing the support needed to help insure a successful first year.

The program is characterized as being highly individualized; it stresses intern interaction with master teachers, college supervisors, and other interns. It also provides opportunities for analysis and feedback to the beginning teacher.

While the interns take no coursework during their year in the program, they are participants in weekly seminars that focus on their own problems and experiences. Currently, the program is functioning in three school districts, in both urban and suburban settings.

The program has been judged effective based on a comparison between previous interns and other beginning teachers not participating in the program. It was found that 85% of the program participants continue in the profession for three years or more against a national average of about 50 percent.

Initial Teacher Certification Program

Sponsoring Institution:	Seattle Pacific University
Address:	3rd & Nickerson, Seattle, WA 98119
Telephone:	(206) 281-2000
Director:	Dr. Max Jerman
Cooperating Agencies:	None
Level:	Elementary and secondary
Prerequisites:	Initial 2.7 G.P.A., basic tests of English and math, B.A. with 39 credits of education, Phase I and Phase II internship
Funding Sources:	Tuition only
Number of Participants:	125-150 per academic year
Relevant Legislation:	Initial and continuing level certificates as required under the Washington State 1978 standards WAC 180-79-045 and WAC 180-79-06

Special Focus: Providing supervised teaching experience during the early stages of the undergraduate program.

Seattle Pacific University offers programs for initial and continuing teacher certification in both elementary and secondary education. Applicants are required to have a B.A. degree. The purpose of the program is to serve the University's teacher education graduates by providing inservice training during their first year of teaching.

The program actually begins in the sophomore year. At this time, participants take the required educational foundation courses and are placed into a school laboratory experience in order to get daily contact with the schools. Based on the ITIP (Instructional Theory into Practice) model developed by Madelyn Hunter at UCLA, the program requires that interns take 45 quarter hour credits in addition to lab experiences and practicums.

To provide for consistent supervision of lab, practicum, and internship experience, each participant is visited once a week during the internship by his or her university supervisor.

Team L

Sponsoring Institution: University of California, Los Angeles
Address: School of Education, UCLA, Los Angeles, CA 90024
Telephone: (213) 825-1157
Director: Madeline Hunter
Cooperating Agencies: Los Angeles public schools

Level: Elementary and preschool
Prerequisites: B.A., admission to the Graduate School of Ed., UCLA
Funding Sources: State legislature
Number of Participants: 30 to 40
Relevant Legislation: State mandates for teaching credential

Special Focus: Helping teacher see the relationship between teaching processes and student learning.

This program is offered to candidates seeking a Multiple Subject Credential (Elementary) who have a B.A. in an academic program, and who qualify for admission to UCLA's Graduate School of Education.

It strives to develop the art and science of instruction in the student teacher during three semesters of university work which include two ten-week student teaching sessions.

Through university coursework interns become proficient in the use of the Teacher Appraisal Instructional Improvement Instrument (TAIII) which has been developed to make successful learning predictable and successful teaching explainable. The program also provides extensive background in psychology.

The student teaching experience is described as very well supervised. Placement occurs in two different locations: one is a nongraded laboratory school and the other is a minority public school. In both student teaching assignments, diagnostic and prescriptive individualized instruction is utilized and constant feedback fosters the attainment of professional skills. The University provides inservice courses for all supervising teachers.

Resident Teaching Program

Sponsoring Institution:	University of Northern Colorado
Address:	29 McKee Hall, College of Education, UNC Greeley, CO 80639
Telephone:	(303) 351-2024
Director:	Dr. Edward Fielder
Cooperating Agencies:	Public schools in Colorado
Level:	Elementary/secondary
Prerequisites:	B.A. or B.S. plus certification
Funding Sources:	Public school district
Number of Participants:	25-100
Relevant Legislation:	1973 Cooperative Teacher Education Act - State of Colorado

Special Focus: Involvement in educational planning by the new teachers; team teaching structure.

The University of Northern Colorado's Graduate Resident Teaching Program was established five years ago to extend and improve the preparation components of teacher education. The school works in conjunction with cooperating school district personnel to provide field experience opportunities in a supervised, team teaching situation. Applicants must have certification and a B.A. degree in the subject area in which they wish to teach. They work in public schools surrounding the university for a year while taking 15 hours of graduate credit toward an advanced degree in education at the University.

The program was designed to create an educational environment which encourages participation and decision making in curriculum planning, teaching strategies, and program development under the guidance of professional staff.

The program strives to facilitate the translation of theory into practice. The team structure allows the participants to gradually and naturally assume more of their professional tasks.

Accelerated Emergency Teacher Certification Program

Sponsoring Institution: University of Southern California
Address: University Park, Los Angeles, CA 90007
Telephone: (213) 741-2930
Director: Don Wilson
Cooperating Agencies: Los Angeles school district

Level: K-12
Prerequisites: B.A.
Funding Sources: Application to Title IV-C
Number of Participants: 120
Relevant Legislation: None

Special Focus: To prepare teachers to work with students having limited proficiency in English, and with high school science, English and math students.

This program is based on accelerated emergency teacher certification in bilingual programs and in secondary science, English, and math education. Within 12 to 18 months, graduate students can earn a preliminary credential while accumulating credits towards a Master's degree.

The objectives of the program are to meet the emergency staffing needs in the Los Angeles area through a selective process which encourages college graduates with a second language or special secondary school subject area skills to become teachers.

A candidate student-teaches for the first six weeks of school and, if successful, becomes a Resident Teacher receiving full pay for full time classroom responsibility. The Resident also takes 6 to 8 hours of coursework throughout the year, including a methods seminar. A full-time faculty member from the university leads the methods class and spends the remainder of his or her time in a supervisory capacity.

The program operates cooperatively with the Los Angeles school district as a way of meeting a heavy demand for bilingual teachers. It is described as a highly selective program which has developed its own entrance examination. In 1979, application was made for Title IV-C funds to expand the program.

CONSORTIUM MODELS

Consortium Residency Program

Sponsoring Institution:	U. of Arizona-Tucson, Arizona State University N. Arizona University-Flagstaff
Address:	Arizona State University, Tempe, AZ 85281
Telephone:	(602) 626-1116 or 4907
Director:	Dr. Paul Allen, University of Arizona
Cooperating Agencies:	Globe Public Schools, Gila County Sup't. Office, State Dept. of Education
Level:	K-12
Prerequisites:	Full-time teaching assignment in Globe and certification
Funding Sources:	Partial Title IV-C and cooperating universities
Number of Participants:	14 or 15
Relevant Legislation:	None

Special Focus: The use of the medical residency model in the teaching profession.

This consortium model is a cooperative effort on behalf of three universities (University of Arizona, Tucson; Arizona State University, Tempe; and Northern Arizona University, Flagstaff), the Globe Public Schools, and the Gila County Superintendent's Office. It is a federally funded Title IV-C project designed to establish state guidelines for teacher certification and to stimulate a decision regarding the feasibility of adapting these guidelines on the state level.

The program is based on the State Board's medical residency model. The Resident is considered a fully responsible beginning teacher in the classroom. The Resident benefits from the support and expertise of a county agent (joint university and county school district position), as well as a cooperating helping teacher. The program also provides the beginning teacher with a comprehensive orientation period of six weeks at the start of the school year.

The program was developed in response to a 1975 recommendation from the State Board of Education to initiate an internship model for teacher education.

Teacher Residency Program

Sponsoring Institution:	University of Wisconsin-Whitewater
Address:	3032 Winther Hall, UW-Whitewater Whitewater, WI 53190
Telephone:	(414) 472-1123
Director:	Warren S. Theune, Asst. Dean, Director of Student Teaching and Clinical Experience
Cooperating Agencies:	Wisconsin Improvement Program
Level:	K-12, and in special areas such as learning disabilities, early childhood, handicapped, reading
Prerequisites:	Certification, no teaching experience, graduate status
Funding Sources:	Participating institutions
Number of Participants:	25 in last four years
Relevant Legislation:	None

Special Focus: A structured first year transitional program with a reduced work load to promote a high level of professional competence.

The Teacher Residency Program was developed as a result of the Wisconsin Improvement Program Task Force Report of 1971 which recommended several changes in Wisconsin's teacher education program and certification policy.

The program, geared to the first year teacher, emphasizes the correlation between the theoretical concepts for the teaching and learning process and their practical application. It offers:

1) a planned introduction into the profession,
2) continuous inservice training of staff, and
3) greater cooperation among educators in teacher preparation programs.

The program is a cooperative endeavor in which the beginning certified teacher becomes part of a team made up of an experienced cooperating school staff member and University personnel.

The teaching load is flexible, from 60 to 80 percent on the average, and the Teacher Resident's salary is based on the starting salary in the hiring district.

SCHOOL DISTRICT MODELS

Teacher Facilitator Program

Sponsoring Institution:	Houston Independent School District
Address:	1906 Cleburne, Houston, TX 77004--Staff Dev. Dept. 3830 Richmond Ave., Houston, TX 77027
Telephone:	(713) 529-3081
Director:	Mira Baptiste, Exec. Dir. of Staff Development
Cooperating Agencies:	None
Level:	One program serves K-6, another 7-12
Prerequisites:	Elementary or secondary teaching certificate for new teachers in Houston Independent School District
Funding Sources:	Title I for Elementary; Emergency School Aid Act for Secondary
Number of Participants:	Open to all teachers in selected buildings; Elementary: 18, secondary: 12
Relevant Legislation:	None

Special Focus: To encourage staff stability in multiethnic settings.

The Teacher Facilitator Program for new teachers in the Houston Independent School District was designed to 1) provide intensive on-site staff support to new teachers, 2) reduce the turnover rate of staff, and 3) promote interracial and intercultural understandings and awareness.

Teacher facilitators are the core of this program. They are experienced teachers who were selected because of their knowledge and leadership abilities. Their services are supportive in nature with no connotation of remediation. While they are independent of the school principal they are well aware of the necessity of cooperation with the school administration and staff. The teacher facilitator works four days in the schools and spends one day working with the program director on program development.

Effectiveness has been measured through weekly and monthly summaries written by teacher facilitators, reports on quarterly site visits to cooperating schools, and surveys of the new teachers and school principals. In addition, the District's Program Research and Evaluation Department prepares a quarterly report on the program for the district's own use.

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Intern Teacher Program

Sponsoring Institution: Irvine School District
Address: P.O. Box 19535, Irvine, CA 92713
Telephone: (714) 556-4900
Director: Delaine Richards
Cooperating Agencies: UC Irvine

Level: K-6, 7-8, 9-12
Prerequisites: B.A., Intern Credential
Funding Sources: Some FTE, some discretionary, some shared contracts
Number of Participants: 7-12 per year
10 presently
Relevant Legislation: None

Special Focus: Interagency cooperation in helping new teachers.

This program, a cooperative effort between the Irvine Unified School District and the University of California, Irvine, is designed to provide the beginning teacher with the opportunity to learn and practice teaching strategies under the supervision of professional educators. Teacher candidates who complete the program will meet all state requirements and qualify for the Multiple Subject (Elementary) or Single Subject (Secondary) Credential.

Each internship model is developed by the school staff and is approved by both the district and the university. Common requirements include that 1) the interns enter with a B.A., 2) the interns participate for one and one-half years, 3) the interns who are assigned to a school assume full-time responsibilities at minimum contract salary, 4) the district and school staff are responsible for providing each intern teacher with assistance, guidance and supervision throughout the program, 5) the district is responsible for overall coordination and supervision of the intern teacher program as well as for providing direct support at all levels, and 6) university staff are assigned to interns for aid throughout the program.

New to Lincoln Teacher Organization

Sponsoring Institution: Lincoln Public Schools
Address: Box 82889, Lincoln, NE 68501
Telephone: (402) 472-0263
Director: Betty Dillon-Peterson, Sharon Bunge
Cooperating Agencies: None

Level: K-12
Prerequisites: Nebraska teaching certificate
Funding Sources: Lincoln Public Schools
Number of Participants: 156
Relevant Legislation: None

Special Focus: Provision of a collegial support group for new teachers.

The New To Lincoln Teacher Organization is a five-year-old program developed by the school district of Lincoln, Nebraska, to familiarize new teachers with the system and to form a support group for them.

Newcomers are invited to an extensive orientation, introducing them to the city, and explaining personnel policies and benefits. At the orientation district personnel who offer special services within the district are introduced.

Each new teacher is visited personally three times a year by a helping teacher assigned to him or her. In addition, new teachers receive a monthly newsletter with new ideas and materials available for their use.

The unique aspect of Lincoln's program is the inclusion of a Helping Teacher Cadre which is composed of seventeen classroom teachers who each possess expertise in a specific area at either the elementary or secondary level (mainstreaming, gifted programs, health, social studies, teaching and learning styles, interdisciplinary planning, educational equity, etc.).

Any of the Cadre members can be assigned to work with a new teacher, at that teacher's request. The Cadre helps new teachers to become established in their new positions. These Helping Teachers are provided with substitutes for two days a month, in addition to which they use their own time. They are reimbursed for their services by the school district. Special training in workshop development, etc., is given to the Helping Teachers by the district staff development department.

Teacher Advocate Program

Sponsoring Institution:	New Orleans Public Schools
Address:	4100 Touro Street, New Orleans, LA 70122
Telephone:	(504) 288-6561
Director:	Samuel A. Scarnato, Deputy Sup't. Jude T. Sorapuru, Director
Cooperating Agencies:	None
Level:	K-12
Prerequisites:	Not applicable
Funding Sources:	ESEA - $462,724
Number of Participants:	16 Teacher Advocates and 323 beginning teachers
Relevant Legislation:	None

Special Focus: Support for beginning teachers in working with poorly motivated learners.

The focus of the New Orleans Public Schools Teacher Advocate Program is to provide nontenured and beginning teachers with a teacher advocate who will represent the teacher's interest and work to increase the skills of the new teacher. The Teacher Advocate has received special training as a "Teacher Perceiver." Funding for this program is an ESEA grant from the Department of Health, Education and Welfare. Its purpose is to help teachers work with students in overcoming the educational disadvantages of minority group isolation.

The Teacher Advocate Program strives to reduce the staff turnover of new teachers in inner-city schools by providing beginning teachers with a transitional vehicle from theoretical university training to realistic classroom teaching. Beginning teachers are assisted in the development of those professional attitudes and teaching techniques necessary to create and maintain effective classrooms in urban school settings.

STATEWIDE MODEL

Performance-Based Certification

Sponsoring Institution: Georgia Department of Education
Address: State Office Building, Atlanta, GA 30334
Telephone: (404) 656-2556
Director: Lester M. Solomon
Cooperating Agencies: National Evaluation Systems, Inc.
Teacher Assessment Project at
University of Georgia

Level: K-12
Prerequisites: B.S. in Education, Qualifying Score on Appropriate Criterion-Referenced Test, NT-4 Certificate
Funding Sources: State funds with some Title IV C funds
Number of Participants: 3,789 beginning teachers
Relevant Legislation: None (State appropriations for education provide funding source)

Special Focus: The use of both training and state-reviewed experience in the certification process.

The Georgia Department of Education developed their Performance-Based Certification program upon the recommendation of a statewide task force. Adopted suggestions include:

1) separation between teacher education and certification
2) development of on-the-job performance standards to assess the beginning teacher
3) continuation of teacher education through the initial years of employment
4) a verification process to assure the minimum competency of new teachers entering the profession.

The program requires that all new teachers take a test in the specific content areas and at the level(s) in which the teacher will be working. The test, criterion referenced, is based on competencies devised by the Georgia State Department of Education, education associations, and representatives from local colleges and school boards.

The program also provides for the establishment of 17 Regional Assessment Centers throughout the state. It is the responsibility of teams from these centers to provide two observations of every beginning teacher in the state. Teams are composed of a data collector, peer teacher and an inschool supervisor who are trained to utilize the Teacher Performance Assessment Instruments.

Serving to facilitate the transition from training to employment, the data collected from the observations provides a needs assessment to guide local education agencies in designing and providing meaningful staff development opportunities for beginning teachers.

TEACHER CORPS MODELS

San Jose Unified/Stanford Teacher Corps Project

Sponsoring Institution:	Stanford University
Address:	CERAS Building, Stanford, CA 94305
Telephone:	(415) 497-0955
Director:	Dr. Robert Calfee
Cooperating Agencies:	San Jose Unified School District
Level:	Secondary
Prerequisites:	B.A.
Funding Sources:	Federally funded by Teacher Corps
Number of Participants:	Four interns
Relevant Legislation:	None

Special Focus: Working with low-income students in multiethnic setting.

The Teacher Corps programs are federally funded programs for improving education in low-income communities throughout the country. Typically, a proposal to establish a Teacher Corps program is prepared jointly by an Institute of Higher Education (IHE), one or more local school districts (LEAs), and a local community or several communities. While general guidelines are given to all projects, individual sites interpret them to fit their own needs. Thus, specific goals, strategies, and outcomes differ from project to project.

The San Jose Unified/Stanford Teacher Corps Project is currently in its second year of a five-year program. There are three committees that are in control of the project, the Community Council, the School Steering Committee and the Stanford Steering Committee. Each group maintains its own budget, meets autonomously, and has membership on the Policy Board. The Policy Board which has final authority for the project, is responsible for the selection of project personnel, approval of the yearly proposal and budget, and the mediation of disagreements which may arise among the school, community and university components.

The San Jose interns are selected by a panel from the university with equal representation of community members and school staff. The areas that the review committee looks for in the candidates include:

1) language background
2) academic record
3) letters of recommendation
4) ethnic background
5) content area speciality

To fulfill the requirements of state certification, the Teacher Corps interns attend classes at Stanford for two years plus the interim summer. Their course work includes foundation courses in psychology, sociology, philosophy and the history of education as well as classes in curriculum and instruction with the Stanford Teacher Education Program faculty. In addition, they are required to take nine credits in their specific subject area.

Advantages to participation in the Teacher Corps Project for the interns are that they:

1) have the opportunity to observe a variety of teaching styles and work in a number of classrooms settings,

2) have the opportunity to observe and work with a cross-section of children during their formative years,

3) gain extensive training in observation, from which experience they learn what things to look for in a classroom and broaden their repetoire of teaching skills,

4) are given training in collegial evaluations; they develop a strong peer group attachment and a pattern of sharing and evaluating in a nonthreatening way,

5) become knowledgeable about the school system; they know routines and procedures, they know the layout of the buildings and they know who can answer questions or make decisions.

Western Washington University Teacher Corps Project

Sponsoring Institution:	Western Washington University
Address:	516 High Street, Bellingham, WA 98225
Telephone:	(206) 676-3110
Director:	Dr. Herbert Hite
Cooperating Agencies:	Arlington School District
Level:	Secondary
Prerequisites:	Graduate status; initial certification
Funding Sources:	Federally funded by Teacher Corps
Number of Participants:	Four
Relevant Legislation:	None

Special Focus: The development of teacher training programs covering state-established generic competencies for teachers.

This Teacher Corps project is currently being designed to meet new requirements for a Continuing Certificate for Teachers in the State of Washington. The emphasis this year has been to modify the existing teacher education program at Western Washington University to include new courses and practicums designed to enable candidates to demonstrate a set of generic competencies. These competencies have been defined by a state task frorce and approved by the State Board of Education.

Thus far two modified course syllibi have been approved by a State Advisory Committee. One syllabus is to be pilot tested with Teacher Corps interns during the spring, 1980.

After the pilot study, these courses will be replicated with interns in another Teacher Corps Project at Washington State University. The combined demonstration will be evaluated and then presented to the Council of Deans of Education of the State of Washington and the State Education Agency for adaptation.

More detail than that provided in the overviews is charted in Figure 2.4. Here we have categorized each program into one of the five organizational structures just discussed. We have then listed for each:

1) the reasons for developing the program;
2) the theoretical model upon which the program is based;
3) the problems of the beginning teacher the program addresses;
4) the solutions the program proposes for beginning teachers;
5) the critical components of the program;
6) the problems encountered in operating the program;
7) the major changes that have occurred in the program; and
8) the techniques for evaluating the program's effectiveness.

The chart begins, at least, to illustrate the elements that are requisite for program educators regarded as exemplary. We also developed for this study a very comprehensive set of descriptors of the possible elements of structured programs for beginning teachers. The list of descriptors is intended to delineate important, discrete, and understandable program elements that might be of interest to educators who wish to establish helping programs for beginning teachers. The descriptors are included in Appendix B of this report.

Figure 2.4

Features of Exemplary Programs for Beginning Teachers

Beginning Teacher Induction Program	Reason for Developing the Program	Theoretical Model Upon Which the Program Is Based	Problems of Beginning Teacher the Program Addresses	Solutions the Program Proposes for Beginning Teachers
University/College Models:				
Alleghany College, Meadville, PA Five Year Program in Teacher Education	1) Need for outstanding teachers from private liberal arts colleges 2) Need for urban-based program to train for metropolitan areas & rural areas 3) Need for maximum, rather than minimum competency development	1) 47th Yearbook of Assoc. for St. Teaching 2) Developed own model 3) Unique in that it offers sequential 5 year program	1) Blending theory with practice 2) Working with multi-cultural backgrounds 3) Induction into schools 4) Classroom management 5) Absence of leadership among B.T. 6) Diversity of instruction 7) Development of style	1) Close working relationship between college & B.T. in first year 2) Field experience approximating actual fist year assignments 3) Working with B.T. to solve problems
Claremont Graduate School, Claremont, CA Teacher Education Internship Program	1) Outgrowth of Ford grant 1954 designed to test innovative practices in teacher education & encourage more mature people to enter teaching profession 2) Faculty's commitment to preparation of teachers at graduate level following through undergraduate program in liberal arts	Teacher education best occurs at graduate level & must be individualized	1) Grasp of available resources 2) Lack of support in dealing with classroom problems 3) Need for peer counseling & learning during formative period 4) Development of a repertoire of teaching skills 5) Development of personal philosophy of teaching	1) Through personalized nature of program 2) Heavy emphasis on intern support during intern year

Critical Components of the Program	Problems Encountered in Developing and Operating the Program	Major Changes That Have Occurred in the Program	Techniques for Evaluating the Program's Effectiveness
1) Undergraduate/graduate sequence of experience 2) metropolitan-based field experience 3) Coursework subsequent to & building on student teaching 4) Workshops to prepare for 1st teaching position 5) Close cooperation between college & student 6) Staff able to deal with field-based problems	1) Expensive program 2) Teacher strikes 3) Appropriate certification 4) Distance between college & metropolitan area 5) Student housing	1) Declining numbers of students 2) Use of more school systems in Cleveland areas 3) Shift to greater emphasis on inservice component Solution: Better recruiting practices; staff changes; course modifications	1) Follow-up studies of graduates 2) Analysis of self-concept & attitude changes 3) Student evaluations 4) Public school feedback
1) Careful selection of students 2) Carefully planned pre-internship teaching experience 3) Strong supervisory support 4) Well-planned summary experience in post-internship summer	1) Less demand for teachers reduced interest & enrollment 2) Increasing opportunities for women & minorities in more lucrative fields produced a "brain drain" resulting in less competent applicants 3) Shift in population patterns forced interns further from campus, adding to communication problems Solutions: - accept smaller enrollment to maintain quality - increased recruitment of older students - increased cooperation with area school district - increased travel budget-permit continued frequent visits to interns	1) Because of type of students entering the program, fewer assumptions about their knowledge 2) Curriculum has become more directive as there are more students with academic deficiencies 3) State of California mandated curriculum changes, i.e., mainstreaming, reading instruction for all credential candidates, substance abuse instruction	1) informal evaluations 2) reports from school districts 3) graduates' comments 4) ability of graduates to secure teaching positions in tight market spring formal evaluation coming

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Figure 2.4 (continued)

Features of Exemplary Programs for Beginning Teachers

Beginning Teacher Induction Program	Reason for Developing the Program	Theoretical Model Upon Which the Program Is Based	Problems of Beginning Teachers the Program Addresses	Solutions the Program Proposes for Beginning Teachers
University/College Models: (cont'd)				
College of Notre Dame, Belmont, CA Intern Program	1) To meet the needs of students qualified to teach as interns 2) Supply teachers to school districts who would cooperate with their training	Same as state mandated professional sequence requirements. Practicum is different in its operation.	1) Closely monitored B.T. experience 2) Assignment of classes by cooperating districts (not always desirable & usually the lowest teacher on scale)	1) Close cooperation between school district on-site personnel & college supervisor 2) Reasonable assignment of classwork at college
Glassboro State College, Glassboro, NJ Experiential Preservice Inservice Continuum (EPIC)	Developed in response to a request by New Jersey Dept. of Higher Education to develop a "Program if Distinction" in teacher education.	Integration of preservice & inservice professional preparation as a cornerstone to teacher education.	1) Ability to function in diverse settings including: a-urban, rural, suburban b-ability to teach in basic skills for all teachers c-understanding classroom dynamics of verbal & nonverbal behavior d-political/economic social arena that schools function within	1) Clinical experience beginning as Freshmen continuing through a 5th year residency 2) Specialized individual instruction in target content areas using microcomputers, VTR, audio-taping 3) Close monitoring of academic specialization 4) Regular examination of achievement with comparison to national norms
Indiana University, Bloomington, IN Alternative Schools Teacher Education Program (ASTEP)	To offer experience in working in an alternative school.		1) Getting real experience 2) Find strengths 3) Self-analysis; gain insight into individual teaching identity 4) Learn about & from own mistakes	1) Provide set of assignments 2) Provide filter through which to analyze self & school 3) Provides release to visit other schools 4) Provides guidance by former interns or directors who act as a cooperating teacher 5) Provides opportunities to hire local adjunct professors

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Critical Components of the Program	Problems Encountered in Developing and Operating the Program	Major Changes That Have Occurred in the Program	Techniques for Evaluating the Program's Effectiveness
1) Previous experience in a classroom situation 2) Light, concurrent course load 3) Careful supervision at school site by college supervisors 4) Careful screening	1) Difficulty scheduling seminars at a time & location convenient for the student 2) School districts must identify these positions early enough to give interns proper orientation 3) Support must be present at the school site	Ryan Act has mandated a sign-off letter from teacher organization.	Competency rating sheet completed by principal at end of first & third years.
1) Field-based clinical experience 2) Enhanced basic skills instruction 3) 5th year residency	1) Coordination of site location & scheduling-faculty teams coordinate site arrangements with a central office for field placement 2) Economic impact of fuel costs & inflation 3) General communications	None as yet.	Too early to tell.
1) Year-long paid internship in various parts of USA 2) Summer program-preservice 3) University faculty has funds to visit each intern at least once 4) Set of requirements 5) Offers credit for work experience 6) Evaluation by interns	Finding enough interns to fill particular sites. Solution: extensive mailings to experimental programs.	Not many. Entrance requirements have stiffened. Requirements/program criteria for working in alternative sites have to be by free choice & different.	1) Evaluated by university faculty-School of Education 2) Questionnaires filled out by interns

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Figure 2.[illegible] (continued)

Features of Exemplary Programs for Beginning Teachers

Beginning Teacher Induction Program	Reason for Developing the Program	Theoretical Model Upon Which the Program Is Based	Problems of Beginning Teacher the Program Addresses	Solutions the Program Proposes for Beginning Teachers
University/College Models: (cont'd)				
Michigan State University, Lansing, MI Elementary Intern Program (EIP)	1) To provide a gradual induction to full professional responsibilities 2) To provide closer relationship between theory & practice 3) To provide a program which provides an opportunity to earn while learning		It provides tutorial-type support services for the B.T. addressing any problems encountered.	Real & pragmatic support services.
Northwest Nazarene College, Nampa, ID First-Year Intern Cooperative Graduate Program	Feedback from B.T.: 1) Frustration over routine duties of the first year with accompanying uncertainties 2) Feelings of insecurity as to whether they're following proper procedures since they receive little/no feedback & analysis		1) Management 2) Organization 3) Evaluation of performance	1) Provides interchange with veteran teacher for analysis 2) Opportunity to observe & model a master teacher
Seattle Pacific University, Seattle, WA Initial and Continuing Certification Program	To continue to serve our teacher education graduates by providing inservice training to meet the educational community's needs.	ITIP Model (Instructional Theory in Practice) Madelyn Hunter/UCLA used advanced ITIP course in supervision & evaluation for all teachers.	1) Socio-cultural economic differences 2) Communication & consultation 3) Teaching handicapped & gifted 4) School law 5) Professionalism 6) Knowledge of K-12 settings 7) Instructional skill 8) Classroom management 9) Subject matter 10) Pupil/student personnel 11) Pupil discipline 12) Staff discipline 13) Research & evaluation 14) Knowledge of referral agencies & resource personnel 15) Know or alter. grade level	Initial level problems are met with: 1) required course work 2) lab experiences 3) internships

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Critical Components of the Program	Problems Encountered in Developing and Operating the Program	Major Changes That Have Occurred in the Program	Techniques for Evaluating the Program's Effectiveness
1) Role of intern consultant gives continual individualized guidance. 2) Introduction to full teaching responsibilities is gradual & carefully directed. 3) Low ratio of interns to consultant permits specific help. 4) Intern consultants help bridge gap between college work & classroom by helping to relate theory to practice	Largely problem free	2 years internship offered in first 4 years of program.	7 year longitudinal study by Ford Foundation verified success.
1) Support by an intern coordinator 2) Evaluation experiences 3) Observational opportunities	Difficulty in identification of master teachers who can identify qualities of effective teaching & thus analyze & counsel B.T.	Program started as senior year program but moved to first year; recognized that seniors weren't ready for total class responsibility without preliminary student teaching.	1) Written feedback reports from graduates 2) Comparison of continuance in profession. With control group 85% of program interns teach after 3 years vs. national average-50%
Phase 1: occurs in sophomore year, introduces educational psycho. & social ramifications of the school process. Students are placed in daily public school laboratory experiences & then return to campus for classes & conferences related to lab assignments.	1) Need for consistent supervision of lab, practicum & internship Solution: Each intern is visited once a week during internship. 2) Admission standards	1) Extended travel among schools Solution: Placed internships closer to university to minimize travel. 2) Greater, diversified needs of teachers Solution: added courses -MA in Reading-Reading Resource Specialist -EdS in Reading, Bilingual Teacher Education -BS,MA-Special Education.	1) Yearly questionnaire of graduates as to effectiveness 2) Random selection of graduates who are teaching, including visits & interviews, plus their colleagues & building principals

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Figure 2.4 (continued)

Features of Exemplary Programs for Beginning Teachers

Beginning Teacher Induction Program	Reason for Developing the Program	Theoretical Model Upon Which the Program Is Based	Problems of Beginning Teacher the Program Addresses	Solutions the Program Proposes for Beginning Teachers
University/College Models: (cont'd)				
University of California, Los Angeles, Los Angeles, CA Team L	Dissatisfaction with performance behavior of B.T. Decisions were made by instinct, intuition instead of basis of founded knowledge of cause & effect between teaching & learning.	ITIP (Instructional Theory into Practice) Instruction is teacher's deliberate decisions & actions to increase probability of learning. Framework to guide substance-not form clinical theory of instruction which is perscriptive.	It is not directed only to beginning teachers but is a theory of instruction applicable to all education, all levels, all subjects. Addresses the process of human learning at large.	1) Helps teachers make deliberate decisions about instruction 2) Helps teachers take action to increase the probability of learning 3) Provides a process for identifying effective suggestions in solution of instructional problems
University of Northern Colorado, Greely, CO Graduate Resident Teaching Program	1) To extend & improve preparation components of becoming a teacher 2) To follow an undergraduate teacher from theory into the practice of year long internship 3) To provide the professional coursework in conjunction with cooperating school district 4) To supply a field experience in a supervised, team-taught teaching situation	Goals: 1) To develop creative teachers to facilitate progress/achievement according to individual needs 2) Involve program personnel in a shared responsibility, commitment to effect.teacher ed 3) Promote self-identification of strengths/weaknesses of individual participants 4) Promote decision-making, curriculum planning, teaching strategies, program development, under guidance of professional staff 5) Promote effective interaction with students, parents, staff 6) Foster professional/ethical standards in all as- [illegible]	1) Transition from theory to practice of 1st year teachers 2) Allows participants to gradually assume more professional tasks 3) Helps participant to build on his/her strengths & work on those weaknesses	1) Offers solutions to proposed goals (#2) a) through participation of district & school university personnel b) through seminar topics focusing on needs of participants

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Critical Components of the Program	Problems Encountered in Developing and Operating the Program	Major Changes That Have Occurred in the Program	Techniques for Evaluating the Program's Effectiveness
1) Use of diagnostic & prescriptive individualized instruction 2) Constant feedback 3) One placement in non-graded, team-taught classroom; another placement in self-contained classroom in public schools with minority enrollment & some bilingual programs 4) Balance of theory & practice 5) Provides theoretical & clinical framework to guide substance, learning	1) Increasing amount of time, training, supervision required 2) Common belief that generalizations about learning are prescriptions rather than springboards for artistry & decision-making 3) Myopia & obsolescence of education professors 4) Over-confidence in experimental vs theoretical methods of teaching beginning teachers 5) Program's reputation of success and "the simplistic solutions to complex problems" which haunts us 6) The program works so well in most situations, it can become a crutch rather than a tool for thought 7) Devotees without sufficient knowledge "spreading the word"	1) Use of media for dissemination when the demand got beyond human resources 2) Increased sensitivity to limits of what is being done	1) Demand for consultant services 2) Demand for written & filmed materials 3) Generation of research projects 4) Demand for certified practitioners 5) Test data 6) Adoption by many districts
1) Year long teaching experience, team situation 2) Minimal remuneration for services 3) High quality supervisory personnel who have chosen to work with residents 4) 15 hours of graduate credit 5) Extended year for university to follow-up on previous training efforts 6) Professional participation for induction into the profession	1) Continuous communication of program & its needs Solution: Varying/improving communications 2) Continuous revision of seminar activities Solution: Close attention to participants' requests for seminars 3) Continuous help for cooperating faculties Solution: Use of more cooperating school staff members 4) The distance for supervisors to visit regularly was far Solution: Clustering student in various school systems	1) Increased payment from $5-7000 for resident teachers 2) Developed affective/cognitive evaluation instruments for resident teachers on a regularly scheduled basis 3) Developed more sophisticated quarterly evaluation instrument to offer additional feedback & guidance to resident teachers 4) Seminar topics are re-evaluated so as to assure that the resident teacher's immediate needs	1) Newly developed tests for professional improvement effective involvement helpful to determine growth 2) Greater numbers of inquiries about programs 3) Greater numbers of resident teachers securing public school positions high in relation to non-participants 4) Program in 1980-81 has been expanded statewide at their involvement

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Figure 2.4 (continued)

Features of Exemplary Programs for Beginning Teachers

Beginning Teacher Induction Program	Reason for Developing the Program	Theoretical Model Upon Which the Program Is Based	Problems of Beginning Teacher the Program Addresses	Solutions the Program Proposes for Beginning Teachers
University/College Models: (cont'd)				
University of Southern California, Los Angeles, CA Accelerated Emergency Certification Program	To meet the staffing requirements of the Los Angeles School District particularly in bilingual and secondary math/science subject areas		1) Classroom management, organization & control 2) Familiarity with school district resources 3) Become familiar with curriculum 4) Knowledge of community resources 5) Meeting requirements for state certification	1) Induction includes 6 weeks of limited teaching experience under supervision of master teacher 2) University coursework includes methods, classes & seminar taught by university faculty on loan from school district 3) Supervision & support
Consortium Models:				
University of Arizona, Arizona State University, Northern Arizona University, Tempe, AZ Arizona Universities Consortium Residency Program	1973 State Board of Education mandate	None 1) Relied upon medical model of residency	1) Orientation to school & school setting 2) "administrivia" 3) Professional development diagnosis of classroom management survival 4) New, improved teaching techniques	1) Offering a handbook 2) Orientation during first 6 weeks 3) University faculty members 1-2 times a week plus university specialists, county agent 4) Some release time to visit other teachers
University of Wisconsin, Whitewater, WI Teacher Residency	Developed as a result of Wisconsin Improvement Program's Task Force Report 1971, recommend changes in teacher ed program & certification Concept: Need to prepare high quality career teachers by providing a first year teaching program under guidance of university supervision & a team of teachers from the school.	Model which combines teaching/learning theories & practical classroom implementation.	1) Practical application of learning theory 2) Classroom organization, management & control 3) Identification of teaching resources & materials 4) Provision for time to plan adequately for teaching by using available resources & becoming familiar with curriculum at the appropriate levels 5) Enlistment of professional assistance which will facilitate the meeting of professional responsibilities 6) Identification of areas of weaknesses & finding sources of solutions to problems 7) Expansion & enrichment in basic curriculum areas, planning & implementation of learning activities & understanding of school orgainization & administration	1) Identifies sources for expanded consultation 2) Provides broad planning experiences 3) Explores techniques for maintaining a positive classroom atmosphere 4) Exposes candidate to use of a wide variety of instructional procedures 5) Provides a basis for development of an individual teaching 6) Encourages participation in non-instructional activities 7) Furthers development of professional skills 8) Provides experiences in curriculum development 9) Provides for continuous assessment by a team 10) Ensures continuous university supervision

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Critical Components of the Program	Problems Encountered in Developing and Operating the Program	Major Changes That Have Occurred in the Program	Techniques for Evaluating the Program's Effectiveness
1) Professional expertise from university school staff & administration to assist beginning teacher 2) Graduate credit for experience & study 3) Full-time teaching experience	1) Changing needs of Los Angeles schools affect the nature & need of content area(s) in program	1) Changes according to federal and/or state requirements for licensing throughout the years 2) Program content is modified depending upon the expense of instructors 3) At one time the program involved a full year student teaching experience	Evaluation is available.
1) Helping teacher-cooperating master teacher 2) County agent visits 3) Release time 4) Pre-service program 1 1/2 days 5) Handbook 6) Orientation	1) Finding enough time with helping teacher & residents 2) Availability of faculty time. Solution: High quality of helping teachers. County has been helpful.	Turning program over to teachers. University represent. had advisory board with guidelines.	Title 4C evaluation Outside team Inside data collection Program has been validated Plans to disseminate it
1) Professional expertise from university, school staff & administration to assist B.T. 2) Salary for B.T. is commensurate with teaching assignment. $600 per year required from school district. 1/2 remains in district for in-service; 1/2 to statewide fund WIP 3) Graduate credit for experience & study	1) Acceptance of graduate course work for residency by graduate faculty & faculty members outside school Solution: Involving members of academic depts. in program 2) Recruitment of students Solution: Continued effort to interest students & early identification of candidates. 3) Obtaining vacancies on school staff to provide opportunities for resident position Solution: Schools being contacted individually through WIP 4) Need for better understanding of residency concept among a) prospective candidates, b) cooperating school district	1) Teaching load: lighter & flexible class loads made available ranging from 5090 to 8090 2) Increase in salary: according to teaching load 3) Graduate credit: made more flexible, minimum 6 credits - to 12 credits 4) Eligibility: originally geared to elementary, secondary, spec. ed graduates; expanded to early childhood, learning disab., reading, e. chld. handicapped	Measured by employment records of participants & evaluations of programs by participating administr. Good track record of contracts offered.

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Figure 2.4 (continued)

Features of Exemplary Programs for Beginning Teachers

Beginning Teacher Induction Program	Reason for Developing the Program	Theoretical Model Upon Which the Program Is Based	Problems of Beginning Teacher the Program Addresses	Solutions the Program Proposes for Beginning Teachers
School District Models:				
Houston Independent School District, Houston, Texas Teacher Facilitator Program	Results from district survey indicated factors which affected job satisfaction & well-being of teachers. 1) to reduce turnover rate of staff 2) to provide intensive on-site staff support to total teaching-learning process 3) to assist with instructional function 4) to promote interracial & intercultural understanding & awareness of individual students	Underlying principle that one tends to stay in a job longer when one is happier, appreciated & successful	1) Lack of immediate support & reinforcement 2) Classroom management 3) Fear of student differences racially, culturally, or ethnically 4) Newness to reality of teaching & its demands 5) Getting acquainted with school district's resources 6) Access to & use of instructional materials 7) Knowledge of community resources 8) Accommodation of individual differences in the students 9) Need for a sounding board, someone to listen to successes & frustrations	1) On-site team teaching model 2) Developing/maintaining rapport & interpersonal relationships with & between all staff 3) Building on the strengths of the new teacher 4) Providing professional growth opportunities 5) Recommending people, resources & material 6) Preparing, discussing materials, ideas & techniques 7) Assistance in meeting needs of individual students 8) Giving praise/recognition to new teacher 9) Assisting in individual conferences
Irvine School District, Irvine, California Intern Teacher Program	1) To provide B.T. with opportunity to learn & practice strategies under supervision of professional educators in atmosphere of professional enthusiasm 2) Opportunity to meet all state requirements & qualify for state credential	Madeline Hunter's Instructional Theory and Practice	1) Discipline & classroom assertiveness 2) Classroom management 3) Lesson plan format (Madeline Hunter) 4) Parent conferencing 5) Learning theories (motivation, retention, reinforcement, transfer) 6) Instructional strategies 7) Interactive video system	1) Division of intern year into 3 stages, 1 quarter each-expectations appropriate; 1st emphasis on survival skills; 2nd skill development; 3rd development of variety of instructional strategies 2) Weekly & monthly seminars-district resource person-practical inservice followed by regular individualized interaction in classroom

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Critical Components of the Program	Problems Encountered in Developing and Operating the Program	Major Changes That Have Occurred in the Program	Techniques for Evaluating the Program's Effectiveness
1) Supportive role of teacher facilitator who is a peer to teachers. New teachers request service. 2) Careful selection of teacher facilitators. 3) Support of building principal. 4) Services provide support, not remediation. 5) Facilitators work 4 days in school, 1 day in seminars. 6) Facilitators' direct involvement in development of program	1) Position of teacher facilitator if difficult; must establish themselves with school administration and staff before becoming effective 2) As an external supervisor, facilitators must establish clear communication with prinicipals 3) To gain respect, creditability with teachers	No major changes other than participating schools and specific assignments due to time/distance, and growing number of teachers to be served.	1) Weekly/monthly summaries by teacher facilitators, and interviews. 2) Quarterly surveys by participating teachers. 3) Quarterly site visits to principal, facilitator & participating teacher. 4) Job satisfaction questionnaire quarterly. 5) Quarterly report by district's program research & evaluation department
1) Regular inservice for interns throughout year in response to district's unique demands 2) Wide support system available 3) Stipend is offered to intern for time and energy while receiving excellent on-the-job training 4) Model 1: Shared contract-classroom teacher accepts partial contract & full time intern together share 1 classroom (3 interns use this) 5) Model 2: Intern accepts full classroom load & works closely with another cooperating teacher. Each has full load. (7 interns use this)	1) Problem getting theoretical program into practical application alleviated by dedication of people 2) Micuse of program is alleviated by program request plans to justify each schools use of program 3) Problem areas minimized due to advance planning, close monitoring, anticipation of problem areas & regular constructive feedback from all participants	Program is relatively new.	Principals' comments and backing evaluated by: 1) Regular intern lesson observations & write-ups 2) Monthly intern assessment evaluations 3) End of year program evaluations

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Figure 2.4 (continued)

Features of Exemplary Programs for Beginning Teachers

Beginning Teacher Induction Program	Reason for Developing the Program	Theoretical Model Upon Which the Program Is Based	Problems of Beginning Teacher the Program Addresses	Solutions the Program Proposes for Beginning Teachers
School District Models: (cont'd)				
Lincoln Public Schools, Lincoln, Nebraska New to Lincoln Teacher Organization	1) To answer the needs expressed by new teachers in working toward a successful first year in LPS 2) It serves the central office staff in that teachers do a better job when they are well informed about their school system & the expectations the system has for them	The model subscribes to a human development model of administration, similar to Maslow's hierarchy.	1) Orientation to the city of Lincoln 2) Policies & practices of the schools 3) Fringe benefits and other services available to staff	1) Two orientation meetings: a) support services b) nuts & bolts, fringe benefits, personnel policies, etc. 2) Helping teacher cadre-a service to help new teachers to get acclimated to their new positions. The new teacher requests the service or an administrator does
New Orleans Public Schools, New Orleans, Lousiana Teacher Advocate Program	1) To reduce turnover rate 2) Provide transition from theory of university to realities of classroom 3) Assist in development of professional attitudes, teaching techniques		1) Inability to adapt to minority/isolated settings 2) Inadequate classroom management/discipline techniques 3) Inadequate interpersonal & communication skills 4) Ineffective lesson planning/implementation 5) Inability to acquire utilize adequate & effective teaching materials 6) Lack of knowledge of community environment, lack of familiarity with community resources 7) Minimum experience & skills in teaching the exceptional child 8) Coping with teacher evaluation process 9) Inability to develop adequate interpersonal relationships with students, peers, administrators	1) Preschool orientation 2) Development of 1-1 relationship between each probationary teacher & teacher advocate 3) Professional assistance in stress-free setting 4) On-going support session 5) On-site stres-free OB, UISIB, conf. 6) Development of positive portraits stressing individual's strengths, successes, beliefs, goals 7) 24-hr availability via telephone 8) Module bank 9) Voluntary diagnostic videotaping 10) Intervisitation with Master teachers 11) Develop positive relationship between teacher and administrators

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Critical Components of the Program	Problems Encountered in Developing and Operating the Program	Major Changes That Have Occurred in the Program	Techniques for Evaluating the Program's Effectiveness
1) One-to-one contact between new teachers & helping teachers. These teachers have demonstrated excellence in one area of teaching, i.e., teaching/learning styles, mainstreaming, individualization, elementary or secondary etc. 2) Newsletter with curriculum sent out monthly 3) Helping teachers' release time from classroom responsibilities & reimbursement 4) Provide workshops to whole district; part of staff development department	Difficulty in separating the evaluator role from role of helping teacher. If helping teacher becomes evaluator, program loses credibility.	The coming school year 1980-81 will see a reduced budget. Program will be smaller in scope & sequence.	1) Survey new teachers 2) Visit them 3 times a year 3) Provide inservice through cadre & efforts well received 4) Keep written records & present a written report to cabinet meetings
1) Assist personnel in new teacher recruitment 2) Administering teacher perceiver interview 3) Writing positive portrait 4) Conducting pre-inservice/workshops 5) Making classroom visitations 6) Making videotapes-feedback sessions 7) Developing modules for diagnostic and prescriptive use 8) Establishing warm/trusting relationship to promote sharing of problems	1) Conflict with principal's perception of role of advocate. Solution: principal advocate acts as mediator 2) Excessive load on teacher advocates. Solution: Enlarged staff 3) Workshops under confines of limited budget. Solution: Some conductors omit charges 4) Getting adequate information on teachers. Solution: Meeting with personnel 5) Getting teachers to meet on own time, Saturdays due to inability to plan them for week unresolved. 6) Teachers are continually being hired throughout year without benefit of orientation. Solution: On-going services	1) Addition of 2nd, 3rd year probationary teachers. Hired more teacher advocates 2) Extended personal visitation services including videotaping-diagnostic & master teacher(ESAA hired 2 video technicians)	Program ranks in top percent for effectiveness in retaining white teachers & all 1st year teachers. Uses statistics from Orleans Parish School Board's Dept. of Research & Evaluation. White All 1st Yr 85% 94% 2nd Yr 88% 95% 3rd Yr 92% 96%

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Figure 2.4 (continued)

Features of Exemplary Programs for Beginning Teachers

Beginning Teacher Induction Program	Reason for Developing the Program	Theoretical Model Upon Which the Program Is Based	Problems of Beginning Teacher the Program Addresses	Solutions the Program Proposes for Beginning Teachers
Statewide Model:				
Georgia Department of Education, Atlanta, CA Georgia Program Competency Plan	1) On-the-job performance standards developed from recognition that 4 years of college education not preparing Georgia teachers in: a) content area b) teaching skills c) communication skills d) human relation skills Developed to assess student & beginning teachers 2) Teacher education & certification functions should be separated 3) Teacher ed should continue into initial years of employment		Though performance-based certification in Georgia serves primarily as a minimum competency verification process for licensure of teachers, it also serves to facilitate the transition from training to employment with assessment results providing a needs assessment on which local educational agencies can base meaningful opportunities for B.T.	1) In reality, the program offers no solutions-but establishes clear expectations for B.T. 2) Provides for an assessment of performance on the job which can be utilized as a needs assessment on which staff development opportun. may be based
Teacher Corps Models:				
San Jose Unified/ Stanford University, Stanford, CA	1) To improve education in low income communities by: a) Improving the school climate b) Improving the personnel development system for people working in the schools 2) To provide a means for continuation of educational improvements after federal funding ends 3) To assist other schools & districts in adapting educational improvements which have been successfully implemented by this project		1) To integrate three separate aspects of teacher preparation: a) Coursework at Stanford campus b) Inservice work in the schools c) Inservice work in the community 2) Responding to the educational needs of the children from low income minority areas	1) Inducting the intern into the school during the first year after they have been able to observe a variety of grade levels and teaching styles 2) Pairing the interns with cooperating teachers during the first year upon advisement of project staff 3) Involving the interns in the community on a project established upon recommendation of a community council 4) Providing second year interns with full responsibility for a classroom with supervision from university and school district 5) Involving the intern with the project teams in creating and participating in special inservice workshops

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Critical Components of the Program	Problems Encountered in Developing and Operating the Program	Major Changes That Have Occurred in the Program	Techniques for Evaluating the Program's Effectiveness
1) Teaching Field Criterion Referenced Tests 2) Teacher Performance Assessment Instruments 3) The training program designed to train larger numbers of teachers & administrators to use the assessment instruments 4) Large number of local education agency personnel who've been trained to collect data on B.T. 5) The statewide network of Regional Assessment Centers with their staff & support from the State Dept. of Ed., General Assembly, and local education agencies Performance-based certification	1) Georgia's teacher shortage states low salary scale is detriment to employment 2) High costs of program maintenance (Lester Solomon's response:) None	This is a very new program. The assessment of student teacher's performance in the original plan is now optional & if it is carried out, will be done by the training industry.	Not available for another year or two. Full implementation of performance based certification begins 5/1/80. However, reliability & validity studies conducted over the past 3 years have yielded data to indicate effort in the right direction. Studies comparing tchr. performance with student outcomes indicate a positive correlation between teacher's performance (TPPI) and student outcomes.
1) A 2-year teacher internship which involved a) Coursework at the university campus b) Inservice work in the schools c) Inservice work in the community 2) Supervision & advisement by university, school district, & community members 3) Eight project teams made up of representatives from the university, school district, & community The project teams work in areas of interest in the project's schools. These include: a) Discipline problems b) Reading skills c) Math skills d) Writing skills e) Multicultural education f) Physical education g) Bilingual education h) Crisis management	1) Inherent problems in scheduling the interns' time due to requirements of each of the three components of coursework, teaching, and community involvement 2) Coordinating the efforts of university faculty, community members, & school district administrators 3) Creating a program which is mutually advantageous to the interests of the intern, school district, & university	1) This is the second of a five-year project. Each year the program emphasis changes-- a) The interns go through the second year of internship b) The program is evaluated c) Funding is terminated d) Dissemination phase	1) The Teacher Corps Project has a project documentor whose duties include developing instruments to provide staff with information for future program planning (formative) 2) Stanford Research Institute (SRI) has been selected to develop & implement an external evaluation design for the program 3) Interns are evaluated by: a) Stanford faculty b) A self-evaluation instrument

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Figure 2.4 (continued)

Features of Exemplary Programs for Beginning Teachers

Beginning Teacher Induction Program	Reason for Developing the Program	Theoretical Model Upon Which the Program Is Based	Problems of Beginning Teacher the Program Addresses	Solutions the Program Proposes for Beginning Teachers
Teacher Corps Models: (cont'd)				
Western Washington University Bellingham, WA Teacher Corps Project	1) To meet new requirements for Washington's continuing certificate for teachers of ed. 2) Governance of teacher training programs by university, school district, & community groups 3) To prepare candidates to demonstrate generic competences recommended by the state		1) Demonstrate the ability to meet minimum generic standards including: a) Knowledge of socio-cultural-economic differences & human relations b) Knowledge & skills necessary for communication & consultation c) Knowledge about needs & characteristics of exceptional students d) Knowledge about school law e) Knowledge about relevant professional organization f) Knowledge of K-12 educational setting 2) Demonstrate knowledge & skills necessary for meeting generic competencies for a continuing level certificate including: a) staff development & supervision b) professional development c) research & evaluation d) referral agencies & resource personnel e) alternate grade level	1) Maintenance of generic competencies for initial certification 2) Modifying university coursework so that it relates to the attainment of generic competencies

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Critical Components of the Program	Problems Encountered in Developing and Operating the Program	Major Changes That Have Occurred in the Program	Techniques for Evaluating the Program's Effectiveness
1) Field experience 2) Guidance by peers 3) Relating experience to theory	Gaining involvement of professors of education, as a group.	1) Changes in administrative level 2) Deans, department chairmen, public school administrators, officers in teacher unions have supported & participated in planning new field-based programs	Not available yet. Professors awarded $1,000 for new courses asked for evaluation criteria.

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APPENDIX A

Survey Forms for Staff and Participants of Case Study Sites

For Beginning Teachers

A SURVEY OF VIEWS
ABOUT BEGINNING TEACHER
INDUCTION PROGRAMS

BEGINNING TEACHER INDUCTION PROGRAM PROJECT

A Study Conducted By
Educational Testing Service
Princeton, New Jersey
for the National Institute of Education
Contract No. 400-78-0069

NAME: ____________________

PROGRAM NAME: ____________________

LOCATION: ____________________

YOUR POSITION IN INDUCTION PROGRAM: ____________________

AMOUNT OF TIME IN PROGRAM: ____________________

OTHER EXPERIENCE IN BEGINNING TEACHER INDUCTION PROGRAMS (Summarize briefly):

____

____

____

____

July 1979

Purposes of Induction Programs

A. The following is a list of general purposes for creating beginning teacher induction programs. For both Intern and Beginning Teacher Programs, indicate your judgment as to whether each of these purposes are (1) primary purposes, (2) secondary purposes or (3) irrelevant. For example, for number 1, if you think "To recruit different kinds of perspective teachers" is a primary purpose of intern programs, mark 1 in the space provided for your rating. If you think it is a secondary purpose, write a 2; if it is irrelevant, write a 3.

Rating **Purposes of Induction Programs**

Intern Programs

___ 1. To recruit different kinds of prospective teachers, e.g., with non-education B.A. degrees

___ 2. To promote career changes

___ 3. To provide an opportunity to "earn while you learn"

___ 4. To meet the critical special staffing needs of school districts

Beginning Teacher Programs

___ 5. To provide supervised teaching experience

___ 6. To help beginning teachers solve their problems associated with the classroom

___ 7. To provide beginning teachers with systematic opportunities to work with colleagues on curriculum and instruction

___ 8. To provide beginning teachers with opportunities to collect, create and use suitable instructional materials

Both Kinds of Programs

___ 9. To provide special skill training not otherwise available

___ 10. To encourage rapid professional growth

___ 11. To provide the opportunity to learn the technical skills of teaching

___ 12. To expand teachers' knowledge of subject(s) they teach

___ 13. To expand teachers' interpersonal skills

___ 14. To provide teachers with sympathetic and personal support

Other: (please specify)____

____

Comments:____

____

Part II

In this section we ask your perceptions regarding the problems of beginning teachers, and what you consider to be the most effective point in the teachers' development to learn to solve each of these problems. By "learning to solve these problems" we mean recognizing the problem, understanding its major features, knowing one or more ways the problem may be solved, attempting to effect solutions, and evaluating the attempted solution. We do not mean that the beginning teacher is necessarily highly proficient in all these respects; rather, that he or she has recognized the problem and is attempting to work on its solution.

We have organized the problems facing beginning teachers into four major categories: A) Learning to instruct, B) Learning about the pupil population, C) Learning about the school as an instructional system and D) Learning about the school as a social system. Although we have tried to list as many potential problems as possible, we invite you to add to the list if you think we have overlooked a significant problem.

Directions

First, we wish you to indicate how serious each potential problem is. In the pages that follow, indicate in the first set of ratings your judgement of whether it is a critical problem for beginning teachers, a significant problem or an unimportant problem. Respond to each problem by circling the "1" if you think it is a critical problem, "2" if it is a significant problem, or "3" if it is an unimportant problem.

Next we wish you to indicate at which point in the teachers' development these problems can best be addressed. The second set of ratings are for indicating your choices. Some problems may be solved (as previously defined) before the induction program. For example, the beginning teacher can learn about the formal organization of schools and school systems in a course taken as an undergraduate. If you think that the problem can be best "solved" before the induction is undertaken, circle an "A" indicating "PRE-INDUCTION" program learning.

On the other hand, the beginning teacher can best learn to solve some problems only by actual classroom teaching. If for example, you think developing daily lesson plans can best be learned by working in a limited capacity, as in student teaching, circle a "B" for "STUDENT TEACHING".

If, however, you think this problem can best be solved by having full responsibility as in an induction program circle the "C" indicating "INDUCTION PROGRAM".

The beginning teacher will learn to solve yet other problems only after a period of initial experience. If you think a problem will best be solved after the induction program, circle "D" for "IN SERVICE".

For easy reference, the ratings for both questions are repeated at the bottom of each page. Please select only one number and one letter for each problem.

A. __Learning to Instruct__. The Beginning Teacher needs to solve the problems of:

		How Serious?	Best place to learn to solve?
1.	Preparing long range plans	1 2 3	A B C D
2.	Setting realistic objectives	1 2 3	A B C D
3.	Developing daily lesson plans (objectives, strategies, materials, etc.)	1 2 3	A B C D
4.	Locating and using suitable resources (people, places, materials)	1 2 3	A B C D
5.	Giving students useful and appropriate feedback	1 2 3	A B C D
6.	Creating an effective learning climate through manipulating the physical environment	1 2 3	A B C D
7.	Developing students' motivation for instruction	1 2 3	A B C D
8.	Using appropriate teaching strategies (methods)	1 2 3	A B C D
9.	Knowing when and how to vary from the lesson plan during "instruction"	1 2 3	A B C D
10.	Organizing groups for instruction	1 2 3	A B C D
11.	Managing children who are temporarily without self-control (in crisis, in conflict with others, overly fatigued, etc.)	1 2 3	A B C D
12.	Setting and maintaining standards for classroom behavior	1 2 3	A B C D
13.	Evaluating instruction (objectives, strategies, materials, etc.)	1 2 3	A B C D

RATINGS:

How serious?

1. Critical
2. Significant
3. Unimportant

Best place to learn to solve the problem?

A. Pre-Induction
B. Student Teaching
C. Induction (Intern or Beginning Teacher)
D. In-Service

A. (continued)	How Serious?	Best place to learn to solve?
14. Modifying instruction based on evaluation	1 2 3	A B C D
List other important problems in learning to instruct:		
______________________________	1 2 3	A B C D
______________________________	1 2 3	A B C D
______________________________	1 2 3	A B C D
B. Learning about the Pupil Population. The Beginning Teacher needs to solve the problems of:		
15. Determining the range of intellectual abilities in the classroom	1 2 3	A B C D
16. Determining the range of social abilities in the classroom	1 2 3	A B C D
17. Determining the range of psychomotor abilities in the classroom (K-6 only)	1 2 3	A B C D
18. Determining the range of emotional maturity in the classroom	1 2 3	A B C D
19. Identifying different achievement levels in the classroom	1 2 3	A B C D
20. Learning prevalent community and pupil attitudes toward education	1 2 3	A B C D
21. Identifying individual student attitudes and preferences (through pupil interviewing and other means)	1 2 3	A B C D
22. Identifying individual student self expectations for achievement or performance	1 2 3	A B C D

RATINGS:

How serious?	Best place to learn to solve the problem?
1. Critical	A. Pre-Induction
2. Significant	B. Student Teaching
3. Unimportant	C. Induction (Intern or Beginning Teacher)
	D. In-Service

B. (continued)	How Serious?	Best place to learn to solve?
23. Identifying student interests and values (through pupil interviewing and other means)	1 2 3	A B C D
24. Interviewing parents to learn their specific values and attitudes towards education	1 2 3	A B C D
25. Interviewing parents with regard to their expectations for their child's achievement	1 2 3	A B C D
26. Identifying the social roles taken by children in the classroom	1 2 3	A B C D
27. Evaluating and interpreting records (including test scores)	1 2 3	A B C D
28. Keeping pupil records for instructional purposes	1 2 3	A B C D
29. Interviewing pupil's former teachers and other educational personnel	1 2 3	A B C D
30. Establishing effective rewards and punishments for individual children	1 2 3	A B C D
List other problems in learning about pupil populations		
____________________	1 2 3	A B C D
____________________	1 2 3	A B C D
____________________	1 2 3	A B C D

RATINGS:

How serious?	Best place to learn to solve the problem?
1. Critical	A. Pre-Induction
2. Significant	B. Student Teaching
3. Unimportant	C. Induction (Intern or Beginning Teacher)
	D. In-Service

C. Learning about the School as an Instructional System. The Beginning Teacher must solve problems of:

	How Serious?	Best place to learn to solve?
31. Learning official curriculum goals, requirements and restrictions	1 2 3	A B C D
32. Learning district approved expectations and standards for achievement	1 2 3	A B C D
33. Identifying the official system of teaching resource personnel and materials	1 2 3	A B C D
34. Learning how teachers are formally evaluated and rewarded	1 2 3	A B C D
35. Identifying sanctioned sources of professional development including professional organizations	1 2 3	A B C D
36. Establishing how the staff is to be organized for instruction (e.g. team teaching, departmentalization, age level combinations)	1 2 3	A B C D
37. Following formal routines, rules, procedures, and policies for meeting classroom needs (e.g. ordering materials, using ditto machine, requesting released time, scheduling field trips, keeping attendance, grading)	1 2 3	A B C D
38. Anticipating and accommodating to formal school-wide and district-wide schedules (e.g. minimum days, parent conferences, testing programs)	1 2 3	A B C D
39. Determining informal, unwritten rules for teacher conduct around the school	1 2 3	A B C D

RATINGS:

How serious?

1. Critical
2. Significant
3. Unimportant

Best place to learn to solve the problem?

A. Pre-Induction
B. Student Teaching
C. Induction (Intern or Beginning Teacher)
D. In-Service

C. (continued)	How Serious?	Best place to learn to solve?
40. Determining informal administrators' and colleagues' expectations for teaching methods	1 2 3	A B C D
41. Distinguishing between approved and disapproved methods of classroom management and discipline	1 2 3	A B C D
42. Determining the unwritten rules for student conduct	1 2 3	A B C D
43. Finding usable sources from peers or other school personnel on advice regarding curriculum	1 2 3	A B C D
44. Finding resources in the neighboring community who can supplement the instructional program (e.g. parents, church groups, private industry)	1 2 3	A B C D
List other problems in learning about the school as an instructional system:		
______________________________	1 2 3	A B C D
______________________________	1 2 3	A B C D
______________________________	1 2 3	A B C D

D. Learning about the School as a Social System. The Beginning Teacher must solve problems involving:

45. Learning the official roles and responsibilities of the personnel who are part of the Central Office Organization	1 2 3	A B C D
46. Learning the actual procedures by which decisions are made in the school	1 2 3	A B C D

RATINGS:

How serious?

1. Critical
2. Significant
3. Unimportant

Best place to learn to solve the problem?

A. Pre-Induction
B. Student Teaching
C. Induction (Intern or Beginning Teacher)
D. In-Service

D. (continued)	How Serious?	Best place to learn to solve?
47. Learning the official decision-making hierarchy and procedures in the school	1 2 3	A B C D
48. Learning the formal roles and responsibilities of auxillary school personnel such as school psychologists, counselors, nurses, librarians, language speech and hearing specialists	1 2 3	A B C D
49. Determining which colleagues are most influential in school decision making	1 2 3	A B C D
50. Determining which parents or groups of parents are most influential in school decision-making	1 2 3	A B C D
51. Learning which social groups exist among the school staff	1 2 3	A B C D
52. Identifying which teachers are most and least respected by peers	1 2 3	A B C D
53. Determining informal rules for teacher conduct away from school	1 2 3	A B C D
54. Identifying peers or other school personnel who may provide emotional support and reassurance when needed	1 2 3	A B C D
55. Learning about different subgroups of students based on interests values, backgrounds, etc.	1 2 3	A B C D
56. Identifying leaders and standard setters among the pupils	1 2 3	A B C D
57. Determining the reputation and status of local teacher organizations, sources of inservice education, and other school related organizations	1 2 3	A B C D

RATINGS:

How serious?	Best place to learn to solve the problem?
1. Critical	A. Pre-Induction
2. Significant	B. Student Teaching
3. Unimportant	C. Induction (Intern or Beginning Teacher)
	D. In-Service

D. (continued)	How Serious?	Best place to learn to solve?
58. Determining the role and expectations for the school by the local community	1 2 3	A B C D
List other problems in learning about the school as a social system:		
________________________________	1 2 3	A B C D
________________________________	1 2 3	A B C D
________________________________	1 2 3	A B C D

RATINGS:

How serious?	Best place to learn to solve the problem?
1. Critical	A. Pre-Induction
2. Significant	B. Student Teaching
3. Unimportant	C. Induction (Intern or Beginning Teacher)
	D. In-Service

For Implementors: Supervisors, administrators from Participating Schools, faculty

A SURVEY OF VIEWS ABOUT BEGINNING TEACHER INDUCTION PROGRAMS

BEGINNING TEACHER INDUCTION PROGRAM PROJECT

A Study Conducted By
Educational Testing Service
Princeton, New Jersey
for the National Institute of Education
Contract No. 400-78-0069

NAME: ______________________________

PROGRAM NAME: ______________________________

LOCATION: ______________________________

YOUR POSITION IN INDUCTION PROGRAM: ______________________________

AMOUNT OF TIME IN PROGRAM: ______________________________

OTHER EXPERIENCE IN BEGINNING TEACHER INDUCTION PROGRAMS (Summarize briefly):

____

____

____

____

July 1979

INTRODUCTION

This survey has three major parts. Part I is a survey of views on the policy issues relevant to Induction Programs. This part of the survey has also been sent to policy-makers and leaders of opinion in education. Parts II and III ask for your views in considerable detail. In Part II we ask your views on the problems of beginning teachers; in Part III, your views on the critical features of induction programs. We are also soliciting on what is (or was) done in your program as well as your views about what should be done. Specific directions are given at the beginning of each of these sections. As you respond, please consider how an induction program will help beginning teachers become effective teachers. For the purposes of this survey we have defined a beginning teacher induction program as one which is designed specifically to assist new teachers through their first year of teaching. This systematic program may be local or regional, and may or may not involve an institution of higher education. In such a program, the participating new teachers have full responsibility for planning and conducting instruction for a class or set of classes. Beginning teachers, often called provisional teachers, interns (Oregon), resident teachers (Wisconsin), a probationary teacher, or some other term to distinguish them from experienced teachers, work full-time or with somewhat reduced work load, have previously been certified provisionally or fully and are receiving compensation from the district. At least two general kinds of induction programs are available: Intern programs, where the teachers have not done student teaching and have ties to an institution of higher education; and a beginning teacher program, where the teachers have had prior student teaching experience or are fully credentialed.

Purposes of Induction Programs

A. The following is a list of general purposes for creating beginning teacher induction programs. For both Intern and Beginning Teacher Programs, indicate your judgment as to whether each of these purposes are (1) primary purposes, (2) secondary purposes or (3) irrelevant. For example, for number 1, if you think "To recruit different kinds of perspective teachers" is a primary purpose of intern programs, mark 1 in the space provided for your rating. If you think it is a secondary purpose, write a 2; if it is irrelevant, write a 3.

Rating **Purposes of Induction Programs**

Intern Programs

____ 1. To recruit different kinds of prospective teachers, e.g., with non-education B.A. degrees
____ 2. To promote career changes
____ 3. To provide an opportunity to "earn while you learn"
____ 4. To meet the critical special staffing needs of school districts

Beginning Teacher Programs

____ 5. To provide supervised teaching experience
____ 6. To help beginning teachers solve their problems associated with the classroom
____ 7. To provide beginning teachers with systematic opportunities to work with colleagues on curriculum and instruction
____ 8. To provide beginning teachers with opportunities to collect, create and use suitable instructional materials

Both Kinds of Programs

____ 9. To provide special skill training not otherwise available
____ 10. To encourage rapid professional growth
____ 11. To provide the opportunity to learn the technical skills of teaching
____ 12. To expand teachers' knowledge of subject(s) they teach
____ 13. To expand teachers' interpersonal skills
____ 14. To provide teachers with sympathetic and personal support

Other: (please specify)____

____

Comments:____

____

Part II

In this section we ask your perceptions regarding the problems of beginning teachers, and what you consider to be the most effective point in the teachers' development to learn to solve each of these problems. By "learning to solve these problems" we mean recognizing the problem, understanding its major features, knowing one or more ways the problem may be solved, attempting to effect solutions, and evaluating the attempted solution. We do not mean that the beginning teacher is necessarily highly proficient in all these respects; rather, that he or she has recognized the problem and is attempting to work on its solution.

We have organized the problems facing beginning teachers into four major categories: A) Learning to instruct, B) Learning about the pupil population, C) Learning about the school as an instructional system and D) Learning about the school as a social system. Although we have tried to list as many potential problems as possible, we invite you to add to the list if you think we have overlooked a significant problem.

Directions

First, we wish you to indicate how serious each potential problem is. In the pages that follow, indicate in the first set of ratings your judgement of whether it is a critical problem for beginning teachers, a significant problem or an unimportant problem. Respond to each problem by circling the "1" if you think it is a critical problem, "2" if it is a significant problem, or "3" if it is an unimportant problem.

Next we wish you to indicate at which point in the teachers' development these problems can best be addressed. The second set of ratings are for indicating your choices. Some problems may be solved (as previously defined) before the induction program. For example, the beginning teacher can learn about the formal organization of schools and school systems in a course taken as an undergraduate. If you think that the problem can be best "solved" before the induction is undertaken, circle an "A" indicating "PRE-INDUCTION" program learning.

On the other hand, the beginning teacher can best learn to solve some problems only by actual classroom teaching. If for example, you think developing daily lesson plans can best be learned by working in a limited capacity, as in student teaching, circle a "B" for "STUDENT TEACHING".

If, however, you think this problem can best be solved by having full responsibility as in an induction program circle the "C" indicating "INDUCTION PROGRAM".

The beginning teacher will learn to solve yet other problems only after a period of initial experience. If you think a problem will best be solved after the induction program, circle "D" for "IN SERVICE".

For easy reference, the ratings for both questions are repeated at the bottom of each page. Please select only one number and one letter for each problem.

A. Learning to Instruct. The Beginning Teacher needs to solve the problems of:

		How Serious?	Best place to learn to solve?
1.	Preparing long range plans	1 2 3	A B C D
2.	Setting realistic objectives	1 2 3	A B C D
3.	Developing daily lesson plans (objectives, strategies, materials, etc.)	1 2 3	A B C D
4.	Locating and using suitable resources (people, places, materials)	1 2 3	A B C D
5.	Giving students useful and appropriate feedback	1 2 3	A B C D
6.	Creating an effective learning climate through manipulating the physical environment	1 2 3	A B C D
7.	Developing students' motivation for instruction	1 2 3	A B C D
8.	Using appropriate teaching strategies (methods)	1 2 3	A B C D
9.	Knowing when and how to vary from the lesson plan during "instruction"	1 2 3	A B C D
10.	Organizing groups for instruction	1 2 3	A B C D
11.	Managing children who are temporarily without self-control (in crisis, in conflict with others, overly fatigued, etc.)	1 2 3	A B C D
12.	Setting and maintaining standards for classroom behavior	1 2 3	A B C D
13.	Evaluating instruction (objectives, strategies, materials, etc.)	1 2 3	A B C D

RATINGS:

How serious?	Best place to learn to solve the problem?
1. Critical	A. Pre-Induction
2. Significant	B. Student Teaching
3. Unimportant	C. Induction (Intern or Beginning Teacher)
	D. In-Service

A. (continued)	How Serious?	Best place to learn to solve?
14. Modifying instruction based on evaluation	1 2 3	A B C D
List other important problems in learning to instruct:		
______________________________	1 2 3	A B C D
______________________________	1 2 3	A B C D
______________________________	1 2 3	A B C D

B. Learning about the Pupil Population. The Beginning Teacher needs to solve the problems of:

15. Determining the range of intellectual abilities in the classroom	1 2 3	A B C D
16. Determining the range of social abilities in the classroom	1 2 3	A B C D
17. Determining the range of psychomotor abilities in the classroom (K-6 only)	1 2 3	A B C D
18. Determining the range of emotional maturity in the classroom	1 2 3	A B C D
19. Identifying different achievement levels in the classroom	1 2 3	A B C D
20. Learning prevalent community and pupil attitudes toward education	1 2 3	A B C D
21. Identifying individual student attitudes and preferences (through pupil interviewing and other means)	1 2 3	A B C D
22. Identifying individual student self expectations for achievement or performance	1 2 3	A B C D

RATINGS:

How serious?	Best place to learn to solve the problem?
1. Critical	A. Pre-Induction
2. Significant	B. Student Teaching
3. Unimportant	C. Induction (Intern or Beginning Teacher)
	D. In-Service

B. (continued)

		How Serious?			Best place to learn to solve?			
23.	Identifying student interests and values (through pupil interviewing and other means)	1	2	3	A	B	C	D
24.	Interviewing parents to learn their specific values and attitudes towards education	1	2	3	A	B	C	D
25.	Interviewing parents with regard to their expectations for their child's achievement	1	2	3	A	B	C	D
26.	Identifying the social roles taken by children in the classroom	1	2	3	A	B	C	D
27.	Evaluating and interpreting records (including test scores)	1	2	3	A	B	C	D
28.	Keeping pupil records for instructional purposes	1	2	3	A	B	C	D
29.	Interviewing pupil's former teachers and other educational personnel	1	2	3	A	B	C	D
30.	Establishing effective rewards and punishments for individual children	1	2	3	A	B	C	D
	List other problems in learning about pupil populations							
	______________________________	1	2	3	A	B	C	D
	______________________________	1	2	3	A	B	C	D
	______________________________	1	2	3	A	B	C	D

RATINGS:

How serious?	Best place to learn to solve the problem?
1. Critical	A. Pre-Induction
2. Significant	B. Student Teaching
3. Unimportant	C. Induction (Intern or Beginning Teacher)
	D. In-Service

C. Learning about the School as an Instructional System. The Beginning Teacher must solve problems of:

	How Serious?	Best place to learn to solve?
31. Learning official curriculum goals, requirements and restrictions	1 2 3	A B C D
32. Learning district approved expectations and standards for achievement	1 2 3	A B C D
33. Identifying the official system of teaching resource personnel and materials	1 2 3	A B C D
34. Learning how teachers are formally evaluated and rewarded	1 2 3	A B C D
35. Identifying sanctioned sources of professional development including professional organizations	1 2 3	A B C D
36. Establishing how the staff is to be organized for instruction (e.g. team teaching, departmentalization, age level combinations)	1 2 3	A B C D
37. Following formal routines, rules, procedures, and policies for meeting classroom needs (e.g. ordering materials, using ditto machine, requesting released time, scheduling field trips, keeping attendance, grading)	1 2 3	A B C D
38. Anticipating and accommodating to formal school-wide and district-wide schedules (e.g. minimum days, parent conferences, testing programs)	1 2 3	A B C D
39. Determining informal, unwritten rules for teacher conduct around the school	1 2 3	A B C D

RATINGS:

How serious?	Best place to learn to solve the problem?
1. Critical	A. Pre-Induction
2. Significant	B. Student Teaching
3. Unimportant	C. Induction (Intern or Beginning Teacher)
	D. In-Service

C. (continued)	How Serious?	Best place to learn to solve?
40. Determining informal administrators' and colleagues' expectations for teaching methods	1 2 3	A B C D
41. Distinguishing between approved and disapproved methods of classroom management and discipline	1 2 3	A B C D
42. Determining the unwritten rules for student conduct	1 2 3	A B C D
43. Finding usable sources from peers or other school personnel on advice regarding curriculum	1 2 3	A B C D
44. Finding resources in the neighboring community who can supplement the instructional program (e.g. parents, church groups, private industry)	1 2 3	A B C D
List other problems in learning about the school as an instructional system:		
______________________________	1 2 3	A B C D
______________________________	1 2 3	A B C D
______________________________	1 2 3	A B C D

D. Learning about the School as a Social System. The Beginning Teacher must solve problems involving:

45. Learning the official roles and responsibilities of the personnel who are part of the Central Office Organization	1 2 3	A B C D
46. Learning the actual procedures by which decisions are made in the school	1 2 3	A B C D

RATINGS:

How serious?	Best place to learn to solve the problem?
1. Critical	A. Pre-Induction
2. Significant	B. Student Teaching
3. Unimportant	C. Induction (Intern or Beginning Teacher)
	D. In-Service

D. (continued)	How Serious?	Best place to learn to solve?
47. Learning the official decision-making hierarchy and procedures in the school	1 2 3	A B C D
48. Learning the formal roles and responsibilities of auxillary school personnel such as school psychologists, counselors, nurses, librarians, language speech and hearing specialists	1 2 3	A B C D
49. Determining which colleagues are most influential in school decision making	1 2 3	A B C D
50. Determining which parents or groups of parents are most influential in school decision-making	1 2 3	A B C D
51. Learning which social groups exist among the school staff	1 2 3	A B C D
52. Identifying which teachers are most and least respected by peers	1 2 3	A B C D
53. Determining informal rules for teacher conduct away from school	1 2 3	A B C D
54. Identifying peers or other school personnel who may provide emotional support and reassurance when needed	1 2 3	A B C D
55. Learning about different subgroups of students based on interests values, backgrounds, etc.	1 2 3	A B C D
56. Identifying leaders and standard setters among the pupils	1 2 3	A B C D
57. Determining the reputation and status of local teacher organizations, sources of inservice education, and other school related organizations	1 2 3	A B C D

RATINGS:

How serious?	Best place to learn to solve the problem?
1. Critical	A. Pre-Induction
2. Significant	B. Student Teaching
3. Unimportant	C. Induction (Intern or Beginning Teacher)
	D. In-Service

D. (continued)	How Serious?	Best place to learn to solve?
58. Determining the role and expectations for the school by the local community	1 2 3	A B C D

List other problems in learning about the school as a social system:

____________________	1 2 3	A B C D
____________________	1 2 3	A B C D
____________________	1 2 3	A B C D

RATINGS:

How serious?

1. Critical
2. Significant
3. Unimportant

Best place to learn to solve the problem?

A. Pre-Induction
B. Student Teaching
C. Induction (Intern or Beginning Teacher)
D. In-Service

Critical Components of Induction Programs

Directions - Part III

Recall that we mean by an Induction program, one in which a beginning teacher is responsible for one or more classes. During the school year this teaching experience is only one feature of an induction program. It may be supplemented by other activities and supported by guidance, instruction, and evaluation of a variety of school and university personnel. Programs differ from each other in these other features; some require experiences like microteaching, observing experienced teachers, and tutoring before the internship teaching; others do not. Cooperating teachers advise and support the beginning teacher in most programs, in others they also evaluate the participant. Some of these arrangements are likely to be more important than others in helping the beginning teacher to become an effective, experienced, teacher.

In this section we are interested in how your particular program operates (either another program or a beginning teacher program). Also in this section we want your ideas on which aspects of the induction program are critical if the program is to produce effective teachers. Descriptions of different ways to organize an induction program are listed. Some describe different kinds of experiences which the participants might have; others describe the characteristics and responsibilities of the person conducting the program. We are asking you to indicate which experiences or characteristics or responsibilities are "critical". "Critical" is one which if it is not part of the program, the participants are less likely or unlikely to become effective teachers or will be less effective than they might have been had they had the experience. A critical characteristic or responsibility is one that is necessary if an experience or person is to help the participant become effective.

PLEASE CHECK the option that best describes your program.

Intern ☐ Beginning Teacher ☐ Other_______________ ☐

A. CRITICAL ELEMENTS OF THE INDUCTEE'S FIELD EXPERIENCE

In this section you are asked to give two kinds of information. First, how critical is each of the features listed below and secondly, does your program include the stated characteristic? Please use the following ratings:

How critical is this feature?	Does your program provide this feature?
1. Critical—Should Provide	A. Provided for all participants
2. Desirable—Not Critical	B. Provided for some participants
3. Should Not Provide	C. Does not provide
	D. Don't know

FEATURES OF THE INSTRUCTIONAL SETTING	How Critical?	Provided in Your Program
For both Elementary and Secondary beginning teachers		
1. Teach full instruction load 4-5 periods for school year	1 2 3	A B C D
2. Teach reduced instructional load (2-3 periods) for school year	1 2 3	A B C D
3. Other load arrangements (please specify on back of this page)	1 2 3	A B C D
4. Teach in "one teacher" self-contained classroom	1 2 3	A B C D
5. Teach in team situation	1 2 3	A B C D
6. Opportunity to select, use, or develop a wide variety of curriculum materials	1 2 3	A B C D
7. Opportunity to use a variety of teaching strategies (e.g., didactic, heuristic, etc.)	1 2 3	A B C D
8. Opportunity to use a variety of techniques to evaluate student progress (anecdotal records, group discussions, work samples, project work, pupil self-report, etc.)	1 2 3	A B C D
9. Opportunity to diagnose and prescribe instruction for individual students	1 2 3	A B C D

	FEATURES OF THE INSTRUCTIONAL SETTING	How Critical?	Provided in Your Program
	For *Elementary* teachers:		
10.	Teach full range of subjects	1 2 3	A B C D
11.	Some emphasis given to area of specialization (e.g., reading, art, math, music)	1 2 3	A B C D
12.	Teach primarily in area of specialization	1 2 3	A B C D
13.	Teach multi-age groups in one instructional setting	1 2 3	A B C D
14.	Teach subject areas independently of one another	1 2 3	A B C D
15.	Teach subject areas in an integrated curriculum (e.g., thematic approach: through the social studies, the arts, etc.)	1 2 3	A B C D
	For *Secondary* Teachers:		
16.	Teach several different courses in major field (e.g., English Composition, American Literature)	1 2 3	A B C D
17.	Teach the same course in major field for several periods (e.g., Algebra I)	1 2 3	A B C D
18.	Teach courses in both major and minor fields (e.g., math and science)	1 2 3	A B C D
19.	Teach only courses in minor field	1 2 3	A B C D
20.	Teach in an interdisciplinary program	1 2 3	A B C D

How critical is this feature?

1. Critical—Should Provide
2. Desirable—Not Critical
3. Should Not Provide

Does your program provide this feature?

A. Provided for all participants
B. Provided for some participants
C. Does not provide
D. Don't know

TYPES OF STUDENTS	How Critical?			Provided in Your Program			
21. Experience with students at only one grade level (e.g., second grade)	1	2	3	A	B	C	D
22. Experience with students at different grade levels	1	2	3	A	B	C	D
23. Experience with students of only one ability level (homogeneous grouping)	1	2	3	A	B	C	D
24. Experience with students of different ability levels (heterogeneous grouping)	1	2	3	A	B	C	D
25. Students in one type of school (e.g., large urban vs. suburban)	1	2	3	A	B	C	D
26. Students in different types of schools (e.g., inner-city H.S. and suburban H.S.)	1	2	3	A	B	C	D
27. Students of different ethnic/cultural backgrounds	1	2	3	A	B	C	D
28. Students of only one ethnic/cultural background	1	2	3	A	B	C	D
TYPES OF ACTIVITIES							
29. Conduct parent-teacher conferences	1	2	3	A	B	C	D
30. Advise a student club or activity	1	2	3	A	B	C	D
31. Participate in faculty meeting	1	2	3	A	B	C	D
32. Participate in faculty committees	1	2	3	A	B	C	D
33. Participate in curriculum development activities	1	2	3	A	B	C	D

How critical is this feature?

1. Critical--Should Provide
2. Desirable--Not Critical
3. Should Not Provide

Does your program provide this feature?

A. Provided for all participants
B. Provided for some participants
C. Does not provide
D. Don't know

	How Critical?	Provided in Your Program
34. Participate in teacher organization activities	1 2 3	A B C D

OTHER FEATURES
(Please specify)

____________________		
____________________	1 2 3	A B C D
____________________		
____________________	1 2 3	A B C D
____________________		
____________________	1 2 3	A B C D
____________________		
____________________	1 2 3	A B C D

How critical is this feature?

1. Critical--Should Provide
2. Desirable--Not Critical
3. Should Not Provide

Does your program provide this feature?

A. Provided for all participants
B. Provided for some participants
C. Does not provide
D. Don't know

B. MODEL FOR THE SUPERVISION OF INDUCTEES

Directions:

Educators generally agree that the supervision of the beginning teacher is very important. We are not, therefore, asking you if you think supervision is a critical aspect of an inductee program. By supervision we mean observation and feedback leading to some kind of formative evaluation. We are asking for your views on the critical characteristics of this supervision--who should supervise and on what aspects of teaching and professional performance should they supervise.

Either district or external personnel might supervise the inductee. We want to know if their supervisory functions and responsibilities ought to be different, overlap, or similar.

Below is a list of personnel who may be involved in supervising beginning teachers. As indicated, some of the positions listed are found within the school district while some are external to the school district. If there are other supervisory positions which you think should be added, please specify the titles of these positions in the spaces allocated for "other".

School Personnel

1. School Principal
2. Assistant Principal or Vice Principal
3. Guidance worker-counselor, school psycholcgist
4. District curriculum or resource specialist or other consultant
5. Cooperating master teacher(s)
6. Other:____________________
7. Other:____________________
8. Other:____________________

External to the School District

A. College or university supervisors
B. Methods instructors
C. Federal or state inspectors
D. Teacher organization officials
E. Other:____________________
F. Other:____________________
G. Other:____________________

Please indicate your judgment of the most desirable personnel from the school, and/or external to the school, to fill each supervisorial role described in the next section of the questionnaire. Use the above list and write in the numbers or letters associated with your choice(s).

Most desirable
to fill this role

Purpose of Supervision

1. Who is (are) the best person(s) to help beginning teachers improve the teaching effectiveness (but not to evaluate) of the beginning teacher?

____

____

____

2. Who best supervises beginning teachers to determine if they may remain in the program?

____

____

____

3. Who best supervises beginning teachers so they may recommend additional licensure or certificates?

____

____

____

Content of Supervision

4. Who best helps beginning teachers with evaluating the appropriateness of instructional goals?

____

____

____

5. Who best helps beginning teachers with selecting teaching methods (techniques, skills, strategies of instructing)?

____

____

____

School Personnel

1. School Principal
2. Asst. or Vice Principal
3. Guidance worker-counselor, school psychologist
4. Curriculum or resource specialist or other consultant
5. Cooperating master teacher
6. Other:________________________
7. Other:________________________

External to the School District

A. College or university supervisors
B. Methods instructors
C. Federal or state inspectors
D. Teacher organization officials
E. Other:________________________
F. Other:________________________
G. Other:________________________
H. Other:________________________

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	Most desirable to fill this role
6. Who best helps in the selection of subject topic, content, and materials?	__________ __________ __________
7. Who best helps in decisions regarding instructional organization, e.g., grouping of pupils, individualizing instruction, arranging the physical environment	__________ __________ __________
8. Who best helps beginning teachers interact with the administration, e.g., gaining an effective understanding of rules and procedures, learning to whom to report and ask advice?	__________ __________ __________
9. Who best helps with interactions with the school staff, e.g., school committees and their function, sources of information and help?	__________ __________ __________
10. Who best helps the teacher manage the behavior and decorum of children in the classroom so that all children may learn?	__________ __________ __________

School Personnel

1. School Principal
2. Asst. or Vice Principal
3. Guidance worker-counselor, school psychologist
4. Curriculum or resource specialist or other consultant
5. Cooperating master teacher
6. Other:__________
7. Other:__________

External to the School District

A. College or university supervisors
B. Methods instructors
C. Federal or state inspectors
D. Teacher organization officials
E. Other:__________
F. Other:__________
G. Other:__________
H. Other:__________

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C. CRITICAL ELEMENTS OF SUPERVISION IN YOUR CURRENT PROGRAM

Directions:

Below are a list of supervisory activities or responsibilities that may be performed or assumed by one or more persons. We are asking you who conducts these activities or assumes these responsibilities in your program.

Next to each supervisory activity indicate the title or position of the person(s) in your program as it now operates who is (are) responsible for this supervisory activity. If no one performs the duty write "No One".

For your convenience, at the bottom of each page, we have repeated the list of positions given in the previous section. Wherever possible, you may wish to use the numbers or letters corresponding to the personnel who are responsible rather than writing out their title(s).

For Example

Personnel Responsible

1. The lesson (objective, content, methods evaluation): 5 and school district dept. head

A) Supervises the beginning teacher on instruction--Advises on:

Personnel Responsible

1. The lesson (objective, content, methods, evaluation . . . . ____________
2. Classroom organization and management . ____________
3. Use of a specific teaching skill . . . . ____________
4. Use of a general teaching strategy . . . ____________
5. Nature of pupil-teacher interaction . ____________

School Personnel

1. School Principal
2. Asst. or Vice Principal
3. Guidance worker-counselor, school psychologist
4. Curriculum or resource specialist or other consultant
5. Cooperating master teacher
6. Other: ____________
7. Other: ____________

External to the School District

A. College or university supervisors
B. Methods instructors
C. Federal or state inspectors
D. Teacher organization officials
E. Other: ____________
F. Other: ____________
G. Other: ____________
H. Other: ____________

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Personnel Responsible

B) Responsible for instructing inductees on:

7. Teaching methods . . . . ________________

8. Curriculum development . . . . ________________

9. Instructional objectives . . . . ________________

10. Evaluation techniques . . . . ________________

11. Adapting content and stragegies for their own class . . . . ________________

12. Other (please specify)________________

________________ ________________

C) Supervises the inductee on understanding the population--Advises on:

13. Learning about the community attitudes and values . . . . ________________

14. Learning about pupil attitudes, preferences and values . . . . ________________

15. The social environment of the classroom ________________

16. Establishing appropriate incentive and disciplinary methods . . . . ________________

D) Instructs the inductee on:

17. Evaluating pupil abilities . . . . ________________

18. Interpreting test scores . . . . ________________

19. Record keeping and assessment . . . . . ________________

20. Interviewing or talking with parents and children . . . . ________________

School Personnel

1. School Principal
2. Asst. or Vice Principal
3. Guidance worker-counselor, school psychologist
4. Curriculum or resource specialist or other consultant
5. Cooperating master teacher
6. Other:________________
7. Other:________________

External to the School District

A. College or university supervisors
B. Methods instructors
C. Federal or state inspectors
D. Teacher organization officials
E. Other:________________
F. Other:________________
G. Other:________________
H. Other:________________

E) Responsible for advising the inductees on their school as an instructional system: **Personnel Responsible**

21. Curriculum requirements and restraints . ____________________

22. Expectations of pupil performance . . . ____________________

23. Preferred strategies of teaching . . . . ____________________

24. Methods of record keeping (e.g., attendance, grades, test information . . ____________________

25. Locating and using appropriate resources . . . . ____________________

26. Interactions with: (a) administrators . ____________________

(b) supervisors . . ____________________

(c) specialists . . ____________________

(d) peers . . . . . ____________________

(e) parents . . . . ____________________

(f) pupils . . . . . ____________________

27. Teacher evaluation practices . . . . . . ____________________

28. Pupil evaluation practices . . . . ____________________

29. Personal-professional development opportunities . . . . ____________________

F) Responsible for advising inductees on their school as a social system:

30. Staff organization . . . . ____________________

31. Class organization . . . . ____________________

School Personnel

1. School Principal
2. Asst. or Vice Principal
3. Guidance worker-counselor, school psychologist
4. Curriculum or resource specialist or other consultant
5. Cooperating master teacher
6. Other:____________________
7. Other:____________________

External to the School District

A. College or university supervisors
B. Methods instructors
C. Federal or state inspectors
D. Teacher organization officials
E. Other:____________________
F. Other:____________________
G. Other:____________________
H. Other:____________________

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Personnel Responsible

32. Collegial relationships . . . . ____________________

33. Community characteristics, values and expectations . . . . ____________________

C) Visits the inductee:

34. Two or three times a week . . . . ____________________

35. Once a week . . . . ____________________

36. Twice a month . . . . ____________________

37. Less than twice a month . . . . ____________________

38. At inductee's request . . . . ____________________

39. Sets up periodic meetings with small groups of inductees . . . . ____________________

School Personnel

1. School Principal
2. Asst. or Vice Principal
3. Guidance worker-counselor, school psychologist
4. Curriculum or resource specialist or other consultant
5. Cooperating master teacher
6. Other: ____________________
7. Other: ____________________

External to the School District

A. College or university supervisors
B. Methods instructors
C. Federal or state inspectors
D. Teacher organization officials
E. Other: ____________________
F. Other: ____________________
G. Other: ____________________
H. Other: ____________________

For Designers

A SURVEY OF VIEWS
ABOUT BEGINNING TEACHER
INDUCTION PROGRAMS

BEGINNING TEACHER INDUCTION PROGRAM PROJECT

A Study Conducted By
Educational Testing Service
Princeton, New Jersey
for the National Institute of Education
Contract No. 400-78-0069

NAME: ____________________

PROGRAM NAME: ____________________

LOCATION: ____________________

YOUR POSITION IN INDUCTION PROGRAM: ____________________

AMOUNT OF TIME IN PROGRAM: ____________________

OTHER EXPERIENCE IN BEGINNING TEACHER INDUCTION PROGRAMS (Summarize briefly):

____

____

____

____

July 1979

FORM A

PART I

POLICY ISSUES SURVEY

Beginning Teacher Induction Programs Project

For the purpose of this survey we have defined a beginning teacher induction program as one which is designed specifically to assist new teachers through their first year of teaching. This systematic program may be local or regional, and may or may not involve an institution of higher education. In such a program, the participating new teachers have full responsibility for planning and conducting instruction for a class or set of classes. Beginning teachers, often called provisional teachers, interns (Michigan), resident teachers (Wisconsin), probationary teachers, or some other term to distinguish them from experienced teachers, work full-time or with a somewhat reduced work load, have previously been certified provisionally or fully and are receiving compensation from the district. At least two general kinds of induction programs are available, intern programs, where the teachers have not done student teaching and have ties to an institution of higher education, and a beginning teacher program, where the teachers have had student teaching experience already or are fully credentialed. In this questionnaire we wish you to indicate how you think such programs should operate, not necessarily how they do operate.

A Study conducted by
Educational Testing Service
Princeton, New Jersey
for the National Institute of Education
Contract No. 400-78-0069

NAME: ______________________ TITLE: ______________________

INSTITUTION, ORGANIZATION OR AGENCY: ______________________

ADDRESS: ______________________

Purposes of Induction Programs

A. The following is a list of general purposes for creating beginning teacher induction programs. For both Intern and Beginning Teacher Programs, indicate your judgment as to whether each of these purposes are (1) primary purposes, (2) secondary purposes or (3) irrelevant. For example, for number 1, if you think "To recruit different kinds of perspective teachers" is a primary purpose of intern programs, mark 1 in the space provided for your rating. If you think it is a secondary purpose, write a 2; if it is irrelevant, write a 3.

Rating	Purposes of Induction Programs
	Intern Programs
____	1. To recruit different kinds of prospective teachers, e.g., with non-education B.A. degrees
____	2. To promote career changes
____	3. To provide an opportunity to "earn while you learn"
____	4. To meet the critical special staffing needs of school districts
	Beginning Teacher Programs
____	5. To provide supervised teaching experience
____	6. To help beginning teachers solve their problems associated with the classroom
____	7. To provide beginning teachers with systematic opportunities to work with colleagues on curriculum and instruction
____	8. To provide beginning teachers with opportunities to collect, create and use suitable instructional materials
	Both Kinds of Programs
____	9. To provide special skill training not otherwise available
____	10. To encourage rapid professional growth
____	11. To provide the opportunity to learn the technical skills of teaching
____	12. To expand teachers' knowledge of subject(s) they teach
____	13. To expand teachers' interpersonal skills
____	14. To provide teachers with sympathetic and personal support

Other: (please specify) ______________________

____

Comments: ______________________

____

Preparation for Induction Programs

B. Several kinds of preparation for induction programs are possible. Rate each of these kinds as to its desirability. Indicate which are very desirable, which are moderately desirable, and which are not desirable using the following ratings:

(1) very desirable
(2) moderately desirable
(3) not desirable

Rating	Preparation for Induction Programs
	Intern Programs
____	15. Bachelors degree in education
____	16. Bachelors degree in a field of liberal arts
	Beginning Teacher Programs
____	17. Four-year teacher education program (including student teaching)
____	18. Five-year teacher education program (including student teaching)

Other types: (please specify)____

____

____

Comments:____

____

____

Basic Characteristics of Induction Programs

C. Listed below are different aspects or elements that relate to induction programs. Please indicate the importance of each to effective INTERN PROGRAMS and to effective BEGINNING TEACHER PROGRAMS by rating each aspect for each kind of program. Please use the following ratings:

(1) Essential for program effectiveness
(2) Desirable for program effectiveness
(3) Unnecessary for program effectiveness

Intern Program	Beginning Teacher Program	Basic Characteristics of Induction Programs
____	____	19. Assessment of the needs of beginning teachers
____	____	20. Formal conceptualization of the needs of beginning teachers (a model for teacher effectiveness)
____	____	21. Designing a program to be responsive to individual teacher needs
____	____	22. Selecting beginning teachers for specific characteristics
____	____	23. Designing and linking program to needs of special pupil populations
____	____	24. Careful attention to size of program
____	____	25. Careful selection of school sites of programs
____	____	26. Academic rewards from participation in the program (degrees, certificates, etc.)
____	____	27. Quality of instruction in courses offered
____	____	28. Content of courses offered
____	____	29. Monitoring the progress of beginning teachers
____	____	30. Assessing the ongoing efficacy of the program (Formative Evaluation)
____	____	31. Assessing the impact of the program (Summative evaluation)

Other characteristics: (please specify)____________________________________

____

Comments:____

____

Placements of Participants

D. Below are a number of different types of pupil populations with whom beginning teachers might be placed. Please indicate how useful each kind of induction program is for placement with each of these pupil populations. Use the following ratings:

(1) essential
(2) desirable
(3) unnecessary

Intern Program	Beginning Teacher Program	Different Types of Placements
____	____	32. Early childhood education
____	____	33. Primary grades
____	____	34. Secondary grades
____	____	35. Vocational/technical
____	____	36. Physically handicapped
____	____	37. Educationally handicapped
____	____	38. Gifted and talented
____	____	39. Bilingual Education
____	____	40. Inner-city school children
____	____	41. Ethnic and cultural minorities

Other: (please specify)____

____

Comments:____

____

Rationale for Organization of Program

E. What kind of model do you think would be most effective on which to base an ideal induction program? Five models are listed below:

1. A model centered around the problems of beginning teachers
2. A model centered around learning to be an effective teacher
3. A model centered around the human relationships/interpersonal skills necessary for effective teaching
4. A model centered around the perceived needs of local districts
5. A model centered around the perceived needs of specific pupil groups

	Model				
42. Which kind of model would be most effective on which to base an ideal INTERN PROGRAM? (Circle one)	1	2	3	4	5
43. Which kind of model would be least effective on which to base an ideal INTERN PROGRAM? (Circle one)	1	2	3	4	5
44. Which kind of model would be most effective on which to base an ideal BEGINNING TEACHER PROGRAM? (Circle one)	1	2	3	4	5
45. Which kind of model would be least effective on which to base an ideal BEGINING TEACHER PROGRAM? (Circle one)	1	2	3	4	5

Other: (please specify)____

____

____

Comments:____

____

____

Control and Governance in the Implementation of Induction Programs

F. An induction program usually involves both a college or university and a school system. Listed below are elements of an induction program and the groups who might have responsibility for them in future programs. For both kinds of induction programs, next to each program element, indicate the number associated with the group which you think should have primary responsibility for that element. If primary responsibility should be shared, indicate the numbers of each group who should share in the responsibility.

Groups: (1) University; (2) School System; (3) Teacher Organization; and (4) State or Federal Program

Ratings: Intern Programs	Ratings: Beginning Teacher Programs	Program Elements
____	____	46. Program design
____	____	47. Program administration
____	____	48. Program implementation
____	____	49. Program monitoring
____	____	50. Program evaluation
____	____	51. Allocation of finances (compensation for different personnel, materials, space)
____	____	52. Selection of beginning teachers
____	____	53. Training of beginning teachers
____	____	54. Placement and supervision of beginning teachers
____	____	55. Evaluation of beginning teachers
____	____	56. Selection, training and evaluation of university faculty/supervisors
____	____	57. Selection, training and evaluation of district or school training staff including cooperating teachers

Other: (please specify) ____

____

Comments: ____

____

Cost Factors

G. Induction programs might be financially supported by several different sources. For questions 58-61, check each source which you think should contribute financial support. Also for each question, please indicate which of the 6 funding sources should be the primary source of funding by circling the check mark associated with your choice.

	Funding Sources					
	Federal	State	University	School System	Teacher Organization	Foundation
58. The experimental development of INTERN PROGRAMS	____	____	____	____	____	____
59. The long term operation of INTERN PROGRAMS	____	____	____	____	____	____
60. The experimental development of BEGINNING TEACHER PROGRAMS	____	____	____	____	____	____
61. The long term operation of BEGINNING TEACHER PROGRAMS	____	____	____	____	____	____

Other: (please specify)____

____

Comments:____

____

H. Beginning Teachers and Intern Teachers might be compensated in several ways. Below are listed 4 alternatives for compensating INTERNS.

1. Receive partial or full pay as regular first-year teacher
2. Receive proportion of first-year teacher's pay plus university credits for internship
3. Receive university credit plus remission of tuition
4. Receive university credit only

	Method
62. Which of the 4 alternatives would be the most desirable method of compensation?	1 2 3 4
63. Which of the 4 alternatives would be the least desirable method of compensation?	1 2 3 4

Below are listed 4 alternatives for compensating BEGINNING TEACHERS.

1. No extra compensation
2. Release time from duties
3. Inservice credit
4. Extra pay

Method

64. Which of the 4 alternatives would be the most desirable method of compensation? 1 2 3 4

65. Which of the 4 alternatives would be the least desirable method of compensation? 1 2 3 4

Other: (please specify)________________________________

Comments:________________________________

I. Cooperating experienced teachers might be compensated in a number of ways (money, credits, time). Four of these methods of compensation are listed below:

1. Regular pay, plus release time in proportion to number of inductees supervised

2. Regular pay, release time, and course credit

3. Regular pay, release time, and additional pay for each inductee supervised

4. Regular pay, release time, and pay at an hourly rate for each hour of supervision

Method

66. Which way would be the most desirable method of compensating cooperating experienced teachers who are involved with INTERN PROGRAMS? 1 2 3 4

67. Which way would be the least desirable method of compensating cooperating experienced teachers who are involved with INTERN PROGRAMS? 1 2 3 4

68. Which way would be the most desirable method of compensating cooperating experienced teachers who are involved with BEGINNING TEACHER PROGRAMS? 1 2 3 4

69. Which way would be the least desirable method of compensating cooperating experienced teachers who are involved with BEGINNING TEACHER PROGRAMS? 1 2 3 4

Other (please specify)________________________________

Comments:________________________________

Summary Observations

J. In your opinion, what has been or could be the particular value of beginning teacher induction programs?

K. What are the critical components or elements of effective programs inducting new teachers?

L. What role do you foresee teacher's organizations playing in future induction programs?

M. What legislative support could be given to promote induction programs either in your state or nationally?

N. What criteria of success or evaluative evidence would you consider sufficient to assure support for the continuation of such programs in times of reduced funds?

O. What teaching internship programs are you aware of which have been particularly effective?

Name	**Location**

For Directors

A SURVEY OF VIEWS
ABOUT BEGINNING TEACHER
INDUCTION PROGRAMS

BEGINNING TEACHER INDUCTION PROGRAM PROJECT

A Study Conducted By
Educational Testing Service
Princeton, New Jersey
for the National Institute of Education
Contract No. 400-78-0069

NAME:

PROGRAM NAME:

LOCATION:

YOUR POSITION IN INDUCTION PROGRAM:

AMOUNT OF TIME IN PROGRAM:

OTHER EXPERIENCE IN BEGINNING TEACHER INDUCTION PROGRAMS (Summarize briefly):

July 1979

POLICY ISSUES SURVEY

Beginning Teacher Induction Programs Project

For the purpose of this survey we have defined a beginning teacher induction program as one which is designed specifically to assist new teachers through their first year of teaching. This systematic program may be local or regional, and may or may not involve an institution of higher education. In such a program, the participating new teachers have full responsibility for planning and conducting instruction for a class or set of classes. Beginning teachers, often called provisional teachers, interns (Michigan), resident teachers (Wisconsin), probationary teachers, or some other term to distinguish them from experienced teachers, work full-time or with a somewhat reduced work load, have previously been certified provisionally or fully and are receiving compensation from the district. At least two general kinds of induction programs are available, intern programs, where the teachers have not done student teaching and have ties to an institution of higher education, and a beginning teacher program, where the teachers have had student teaching experience already or are fully credentialed. In this questionnaire we wish you to indicate how you think such programs should operate, not necessarily how they do operate.

A Study conducted by
Educational Testing Service
Princeton, New Jersey
for the National Institute of Education
Contract No. 400-78-0069

NAME: ______________________ **TITLE:** ______________________

INSTITUTION, ORGANIZATION OR AGENCY: ______________________

ADDRESS: ______________________

Purposes of Induction Programs

A. The following is a list of general purposes for creating beginning teacher induction programs. For both Intern and Beginning Teacher programs, indicate your judgment as to whether each of these purposes are (1) primary purposes, (2) secondary purposes or (3) irrelevant. For example, for number 1, if you think "To recruit different kinds of perspective teachers" is a primary purpose of intern programs, mark 1 in the space provided for your rating. If you think it is a secondary purpose, write a 2; if it is irrelevant, write a 3.

Rating	Purposes of Induction Programs
	Intern Programs
____	1. To recruit different kinds of prospective teachers, e.g., with non-education B.A. degrees
____	2. To promote career changes
____	3. To provide an opportunity to "earn while you learn"
____	4. To meet the critical special staffing needs of school districts
	Beginning Teacher Programs
____	5. To provide supervised teaching experience
____	6. To help beginning teachers solve their problems associated with the classroom
____	7. To provide beginning teachers with systematic opportunities to work with colleagues on curriculum and instruction
____	8. To provide beginning teachers with opportunities to collect, create and use suitable instructional materials
	Both Kinds of Programs
____	9. To provide special skill training not otherwise available
____	10. To encourage rapid professional growth
____	11. To provide the opportunity to learn the technical skills of teaching
____	12. To expand teachers' knowledge of subject(s) they teach
____	13. To expand teachers' interpersonal skills
____	14. To provide teachers with sympathetic and personal support

Other: (please specify) ______________________

____

Comments: ______________________

____

Preparation for Induction Programs

B. Several kinds of preparation for induction programs are possible. Rate each of these kinds as to its desirability. Indicate which are very desirable, which are moderately desirable, and which are not desirable using the following ratings:

(1) very desirable
(2) moderately desirable
(3) not desirable

Rating	Preparation for Induction Programs
	Intern Programs
____	15. Bachelors degree in education
____	16. Bachelors degree in a field of liberal arts
	Beginning Teacher Programs
____	17. Four-year teacher education program (including student teaching)
____	18. Five-year teacher education program (including student teaching)

Other types: (please specify)________________________________

____

____

Comments:____

____

____

Basic Characteristics of Induction Programs

C. Listed below are different aspects or elements that relate to induction programs. Please indicate the importance of each to effective INTERN PROGRAMS and to effective BEGINNING TEACHER PROGRAMS by rating each aspect for each kind of program. Please use the following ratings:

(1) Essential for program effectiveness
(2) Desirable for program effectiveness
(3) Unnecessary for program effectiveness

Intern Program	Beginning Teacher Program	Basic Characteristics of Induction Programs
____	____	19. Assessment of the needs of beginning teachers
____	____	20. Formal conceptualization of the needs of beginning teachers (a model for teacher effectiveness)
____	____	21. Designing a program to be responsive to individual teacher needs
____	____	22. Selecting beginning teachers for specific characteristics
____	____	23. Designing and linking program to needs of special pupil populations
____	____	24. Careful attention to size of program
____	____	25. Careful selection of school sites of programs
____	____	26. Academic rewards from participation in the program (degrees, certificates, etc.)
____	____	27. Quality of instruction in courses offered
____	____	28. Content of courses offered
____	____	29. Monitoring the progress of beginning teachers
____	____	30. Assessing the ongoing efficacy of the program (Formative Evaluation)
____	____	31. Assessing the impact of the program (Summative evaluation)

Other characteristics: (please specify)______________________________

____

Comments:____

____

Placements of Participants

D. Below are a number of different types of pupil populations with whom beginning teachers might be placed. Please indicate how useful each kind of induction program is for placement with each of these pupil populations. Use the following ratings:

(1) essential
(2) desirable
(3) unnecessary

Intern Program	Beginning Teacher Program	Different Types of Placements
____	____	32. Early childhood education
____	____	33. Primary grades
____	____	34. Secondary grades
____	____	35. Vocational/technical
____	____	36. Physically handicapped
____	____	37. Educationally handicapped
____	____	38. Gifted and talented
____	____	39. Bilingual Education
____	____	40. Inner-city school children
____	____	41. Ethnic and cultural minorities

Other: (please specify)____

____

Comments:____

____

Rationale for Organization of Program

E. What kind of model do you think would be most effective on which to base an ideal induction program? Five models are listed below:

1. A model centered around the problems of beginning teachers
2. A model centered around learning to be an effective teacher
3. A model centered around the human relationships/interpersonal skills necessary for effective teaching
4. A model centered around the perceived needs of local districts
5. A model centered around the perceived needs of specific pupil groups

	Model
42. Which kind of model would be **most** effective on which to base an ideal INTERN PROGRAM? (Circle one)	1 2 3 4 5
43. Which kind of model would be **least** effective on which to base an ideal INTERN PROGRAM? (Circle one)	1 2 3 4 5
44. Which kind of model would be **most** effective on which to base an ideal BEGINNING TEACHER PROGRAM? (Circle one)	1 2 3 4 5
45. Which kind of model would be **least** effective on which to base an ideal BEGINING TEACHER PROGRAM? (Circle one)	1 2 3 4 5

Other: (please specify)____

____

____

Comments:____

____

____

Control and Governance in the Implementation of Induction Programs

F. An induction program usually involves both a college or university and a school system. Listed below are elements of an induction program and the groups who might have responsibility for them in future programs. For both kinds of induction programs, next to each program element, indicate the number associated with the group which you think should have primary responsibility for that element. If primary responsibility should be shared, indicate the numbers of each group who should share in the responsibility.

Groups: (1) University; (2) School System; (3) Teacher Organization; and (4) State or Federal Program

Ratings		Program Elements
Intern Programs	Beginning Teacher Programs	
____	____	46. Program design
____	____	47. Program administration
____	____	48. Program implementation
____	____	49. Program monitoring
____	____	50. Program evaluation
____	____	51. Allocation of finances (compensation for different personnel, materials, space)
____	____	52. Selection of beginning teachers
____	____	53. Training of beginning teachers
____	____	54. Placement and supervision of beginning teachers
____	____	55. Evaluation of beginning teachers
____	____	56. Selection, training and evaluation of university faculty/supervisors
____	____	57. Selection, training and evaluation of district or school training staff including cooperating teachers

Other: (please specify)____

____

Comments:____

____

Cost Factors

G. Induction programs might be financially supported by several different sources. For questions 58-61, check each source which you think should contribute financial support. Also for each question, please indicate which of the 6 funding sources should be the primary source of funding by circling the check mark associated with your choice.

	Funding Sources					
	Federal	State	University	School System	Teacher Organization	Foundation
58. The experimental development of INTERN PROGRAMS	____	____	____	____	____	____
59. The long term operation of INTERN PROGRAMS	____	____	____	____	____	____
60. The experimental development of BEGINNING TEACHER PROGRAMS	____	____	____	____	____	____
61. The long term operation of BEGINNING TEACHER PROGRAMS	____	____	____	____	____	____

Other: (please specify)______________________________

____

Comments:______________________________

____

H. Beginning Teachers and Intern Teachers might be compensated in several ways. Below are listed 4 alternatives for compensating INTERNS.

1. Receive partial or full pay as regular first-year teacher
2. Receive proportion of first-year teacher's pay plus university credits for internship
3. Receive university credit plus remission of tuition
4. Receive university credit only

	Method			
62. Which of the 4 alternatives would be the **most** desirable method of compensation?	1	2	3	4
63. Which of the 4 alternatives would be the **least** desirable method of compensation?	1	2	3	4

Below are listed 4 alternatives for compensating BEGINNING TEACHERS.

1. No extra compensation
2. Release time from duties
3. Inservice credit
4. Extra pay

	Method
64. Which of the 4 alternatives would be the most desirable method of compensation?	1 2 3 4
65. Which of the 4 alternatives would be the least desirable method of compensation?	1 2 3 4

Other: (please specify)______________________________

Comments:______________________________

I. Cooperating experienced teachers might be compensated in a number of ways (money, credits, time). Four of these methods of compensation are listed below:

1. Regular pay, plus release time in proportion to number of inductees supervised

2. Regular pay, release time, and course credit

3. Regular pay, release time, and additional pay for each inductee supervised

4. Regular pay, release time, and pay at an hourly rate for each hour of supervision

	Method
66. Which way would be the most desirable method of compensating cooperating experienced teachers who are involved with INTERN PROGRAMS?	1 2 3 4
67. Which way would be the least desirable method of compensating cooperating experienced teachers who are involved with INTERN PROGRAMS?	1 2 3 4
68. Which way would be the most desirable method of compensating cooperating experienced teachers who are involved with BEGINNING TEACHER PROGRAMS?	1 2 3 4
69. Which way would be the least desirable method of compensating cooperating experienced teachers who are involved with BEGINNING TEACHER PROGRAMS?	1 2 3 4

Other (please specify)______________________________

Comments:______________________________

Summary Observations

J. In your opinion, what has been or could be the particular value of beginning teacher induction programs?

K. What are the critical components or elements of effective programs inducting new teachers?

L. What role do you foresee teacher's organizations playing in future induction programs?

M. What legislative support could be given to promote induction programs either in your state or nationally?

N. What criteria of success or evaluative evidence would you consider sufficient to assure support for the continuation of such programs in times of reduced funds?

O. What teaching internship programs are you aware of which have been particularly effective?

Name	**Location**

Critical Components of Induction Programs

Directions - Part III

Recall that we mean by an Induction program, one in which a beginning teacher is responsible for one or more classes. During the school year this teaching experience is only one feature of an induction program. It may be supplemented by other activities and supported by guidance, instruction, and evaluation of a variety of school and university personnel. Programs differ from each other in these other features; some require experiences like microteaching, observing experienced teachers, and tutoring before the internship teaching; others do not. Cooperating teachers advise and support the beginning teacher in most programs, in others they also evaluate the participant. Some of these arrangements are likely to be more important than others in helping the beginning teacher to become an effective, experienced, teacher.

In this section we are interested in how your particular program operates (either another program or a beginning teacher program). Also in this section we want your ideas on which aspects of the induction program are critical if the program is to produce effective teachers. Descriptions of different ways to organize an induction program are listed. Some describe different kinds of experiences which the participants might have; others describe the characteristics and responsibilities of the person conducting the program. We are asking you to indicate which experiences or characteristics or responsibilities are "critical". "Critical" is one which if it is not part of the program, the participants are less likely or unlikely to become effective teachers or will be less effective than they might have been had they had the experience. A critical characteristic or responsibility is one that is necessary if an experience or person is to help the participant become effective.

PLEASE CHECK the option that best describes your program.

Intern ☐ Beginning Teacher ☐ Other_______________ ☐

A. CRITICAL ELEMENTS OF THE INDUCTEE'S FIELD EXPERIENCE

In this section you are asked to give two kinds of information. First, how critical is each of the features listed below and secondly, does your program include the stated characteristic? Please use the following ratings:

How critical is this feature?	Does your program provide this feature?
1. Critical—Should Provide	A. Provided for all participants
2. Desirable—Not Critical	B. Provided for some participants
3. Should Not Provide	C. Does not provide
	D. Don't know

FEATURES OF THE INSTRUCTIONAL SETTING For both Elementary and Secondary beginning teachers	How Critical?	Provided in Your Program
1. Teach full instruction load 4-5 periods for school year	1 2 3	A B C D
2. Teach reduced instructional load (2-3 periods) for school year	1 2 3	A B C D
3. Other load arrangements (please specify on back of this page)	1 2 3	A B C D
4. Teach in "one teacher" self-contained classroom	1 2 3	A B C D
5. Teach in team situation	1 2 3	A B C D
6. Opportunity to select, use, or develop a wide variety of curriculum materials	1 2 3	A B C D
7. Opportunity to use a variety of teaching strategies (e.g., didactic, heuristic, etc.)	1 2 3	A B C D
8. Opportunity to use a variety of techniques to evaluate student progress (anecdotal records, group discussions, work samples, project work, pupil self-report, etc.)	1 2 3	A B C D
9. Opportunity to diagnose and prescribe instruction for individual students	1 2 3	A B C D

	FEATURES OF THE INSTRUCTIONAL SETTING	How Critical?	Provided in Your Program
	For Elementary teachers:		
10.	Teach full range of subjects	1 2 3	A B C D
11.	Some emphasis given to area of specialization (e.g., reading, art, math, music)	1 2 3	A B C D
12.	Teach primarily in area of specialization	1 2 3	A B C D
13.	Teach multi-age groups in one instructional setting	1 2 3	A B C D
14.	Teach subject areas independently of one another	1 2 3	A B C D
15.	Teach subject areas in an integrated curriculum (e.g., thematic approach: through the social studies, the arts, etc.)	1 2 3	A B C D
	For Secondary Teachers:		
16.	Teach several different courses in major field (e.g., English Composition, American Literature)	1 2 3	A B C D
17.	Teach the same course in major field for several periods (e.g., Algebra I)	1 2 3	A B C D
18.	Teach courses in both major and minor fields (e.g., math and science)	1 2 3	A B C D
19.	Teach only courses in minor field	1 2 3	A B C D
20.	Teach in an interdisciplinary program	1 2 3	A B C D

How critical is this feature?	Does your program provide this feature?
1. Critical--Should Provide	A. Provided for all participants
2. Desirable--Not Critical	B. Provided for some participants
3. Should Not Provide	C. Does not provide
	D. Don't know

	TYPES OF STUDENTS	How Critical?	Provided in Your Program
21.	Experience with students at only one grade level (e.g., second grade)	1 2 3	A B C D
22.	Experience with students at different grade levels	1 2 3	A B C D
23.	Experience with students of only one ability level (homogeneous grouping)	1 2 3	A B C D
24.	Experience with students of different ability levels (heterogeneous grouping)	1 2 3	A B C D
25.	Students in one type of school (e.g., large urban vs. suburban)	1 2 3	A B C D
26.	Students in different types of schools (e.g., inner-city H.S. and suburban H.S.)	1 2 3	A B C D
27.	Students of different ethnic/cultural backgrounds	1 2 3	A B C D
28.	Students of only one ethnic/cultural background	1 2 3	A B C D

	TYPES OF ACTIVITIES		
29.	Conduct parent-teacher conferences	1 2 3	A B C D
30.	Advise a student club or activity	1 2 3	A B C D
31.	Participate in faculty meeting	1 2 3	A B C D
32.	Participate in faculty committees	1 2 3	A B C D
33.	Participate in curriculum development activities	1 2 3	A B C D

How critical is this feature?

1. Critical--Should Provide
2. Desirable--Not Critical
3. Should Not Provide

Does your program provide this feature?

A. Provided for all participants
B. Provided for some participants
C. Does not provide
D. Don't know

	How Critical?	Provided in Your Program
34. Participate in teacher organization activities	1 2 3	A B C D

OTHER FEATURES
(Please specify)

____________________	1 2 3	A B C D
____________________	1 2 3	A B C D
____________________	1 2 3	A B C D
____________________	1 2 3	A B C D

How critical is this feature?	Does your program provide this feature?
1. Critical--Should Provide	A. Provided for all participants
2. Desirable--Not Critical	B. Provided for some participants
3. Should Not Provide	C. Does not provide
	D. Don't know

B. MODEL FOR THE SUPERVISION OF INDUCTEES

Directions:

Educators generally agree that the supervision of the beginning teacher is very important. We are not, therefore, asking you if you think supervision is a critical aspect of an inductee program. By supervision we mean observation and feedback leading to some kind of formative evaluation. We are asking for your views on the critical characteristics of this supervision--who should supervise and on what aspects of teaching and professional performance should they supervise.

Either district or external personnel might supervise the inductee. We want to know if their supervisory functions and responsibilities ought to be different, overlap, or similar.

Below is a list of personnel who may be involved in supervising beginning teachers. As indicated, some of the positions listed are found within the school district while some are external to the school district. If there are other supervisory positions which you think should be added, please specify the titles of these positions in the spaces allocated for "other".

School Personnel

1. School Principal
2. Assistant Principal or Vice Principal
3. Guidance worker-counselor, school psychologist
4. District curriculum or resource specialist or other consultant
5. Cooperating master teacher(s)
6. Other:______________________
7. Other:______________________
8. Other:______________________

External to the School District

A. College or university supervisors
B. Methods instructors
C. Federal or state inspectors
D. Teacher organization officials
E. Other:______________________
F. Other:______________________
G. Other:______________________

Please indicate your judgment of the most desirable personnel from the school, and/or external to the school, to fill each supervisorial role described in the next section of the questionnaire. Use the above list and write in the numbers or letters associated with your choice(s).

Most desirable
to fill this role

Purpose of Supervision

1. Who is (are) the best person(s) to help beginning teachers improve the teaching effectiveness (but not to evaluate) of the beginning teacher?

____
____
____

2. Who best supervises beginning teachers to determine if they may remain in the program?

____
____
____

3. Who best supervises beginning teachers so they may recommend additional licensure or certificates?

____
____
____

Content of Supervision

4. Who best helps beginning teachers with evaluating the appropriateness of instructional goals?

____
____
____

5. Who best helps beginning teachers with selecting teaching methods (techniques, skills, strategies of instructing)?

____
____
____

School Personnel

1. School Principal
2. Asst. or Vice Principal
3. Guidance worker-counselor, school psychologist
4. Curriculum or resource specialist or other consultant
5. Cooperating master teacher
6. Other:_______________
7. Other:_______________

External to the School District

A. College or university supervisors
B. Methods instructors
C. Federal or state inspectors
D. Teacher organization officials
E. Other:_______________
F. Other:_______________
G. Other:_______________
H. Other:_______________

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	Most desirable **to fill this role**
6. Who best helps in the selection of subject topic, content, and materials?	
7. Who best helps in decisions regarding instructional organization, e.g., grouping of pupils, individualizing instruction, arranging the physical environment	
8. Who best helps beginning teachers interact with the administration, e.g., gaining an effective understanding of rules and procedures, learning to whom to report and ask advice?	
9. Who best helps with interactions with the school staff, e.g., school committees and their function, sources of information and help?	
10. Who best helps the teacher manage the behavior and decorum of children in the classroom so that all children may learn?	

School Personnel

1. School Principal
2. Asst. or Vice Principal
3. Guidance worker-counselor, school psychologist
4. Curriculum or resource specialist or other consultant
5. Cooperating master teacher
6. Other:______________________
7. Other:______________________

External to the School District

A. College or university supervisors
B. Methods instructors
C. Federal or state inspectors
D. Teacher organization officials
E. Other:______________________
F. Other:______________________
G. Other:______________________
H. Other:______________________

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C. CRITICAL ELEMENTS OF SUPERVISION IN YOUR CURRENT PROGRAM

Directions:

Below are a list of supervisory activities or responsibilities that may be performed or assumed by one or more persons. We are asking you who conducts these activities or assumes these responsibilities in your program.

Next to each supervisory activity indicate the title or position of the person(s) in your program as it now operates who is (are) responsible for this supervisory activity. If no one performs the duty write "No One".

For your convenience, at the bottom of each page, we have repeated the list of positions given in the previous section. Wherever possible, you may wish to use the numbers or letters corresponding to the personnel who are responsible rather than writing out their title(s).

For Example

Personnel Responsible

1. The lesson (objective, content, methods evaluation): 5 and school district dept. head

A) Supervises the beginning teacher on Instruction--Advises on:

Personnel Responsible

1. The lesson (objective, content, methods, evaluation . . . . ________________
2. Classroom organization and management . ________________
3. Use of a specific teaching skill . . . . ________________
4. Use of a general teaching strategy . . . ________________
5. Nature of pupil-teacher interaction . ________________

School Personnel

1. School Principal
2. Asst. or Vice Principal
3. Guidance worker-counselor, school psychologist
4. Curriculum or resource specialist or other consultant
5. Cooperating master teacher
6. Other: ________________
7. Other: ________________

External to the School District

A. College or university supervisors
B. Methods instructors
C. Federal or state inspectors
D. Teacher organization officials
E. Other: ________________
F. Other: ________________
G. Other: ________________
H. Other: ________________

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Personnel Responsible

B) Responsible for instructing inductees on:

7. Teaching methods . . . . ________________

8. Curriculum development . . . . ________________

9. Instructional objectives . . . . ________________

10. Evaluation techniques . . . . ________________

11. Adapting content and stragegies for their own class . . . . ________________

12. Other (please specify)________________

________________ ________________

C) Supervises the inductee on understanding the population--Advises on:

13. Learning about the community attitudes and values . . . . ________________

14. Learning about pupil attitudes, preferences and values . . . . ________________

15. The social environment of the classroom ________________

16. Establishing appropriate incentive and disciplinary methods . . . . ________________

D) Instructs the inductee on:

17. Evaluating pupil abilities . . . . ________________

18. Interpreting test scores . . . . ________________

19. Record keeping and assessment . . . . . ________________

20. Interviewing or talking with parents and children . . . . ________________

School Personnel

1. School Principal
2. Asst. or Vice Principal
3. Guidance worker-counselor, school psychologist
4. Curriculum or resource specialist or other consultant
5. Cooperating master teacher
6. Other:________________
7. Other:________________

External to the School District

A. College or university supervisors
B. Methods instructors
C. Federal or state inspectors
D. Teacher organization officials
E. Other:________________
F. Other:________________
G. Other:________________
H. Other:________________

E) Responsible for advising the inductees on their school as an instructional system:

Personnel Responsible

21. Curriculum requirements and restraints . ____________________

22. Expectations of pupil performance . . . ____________________

23. Preferred strategies of teaching . . . . ____________________

24. Methods of record keeping (e.g., attendance, grades, test information . . ____________________

25. Locating and using appropriate resources . . . . ____________________

26. Interactions with: (a) administrators . ____________________

(b) supervisors . . ____________________

(c) specialists . . ____________________

(d) peers . . . . . ____________________

(e) parents . . . . ____________________

(f) pupils . . . . . ____________________

27. Teacher evaluation practices . . . . . . ____________________

28. Pupil evaluation practices . . . . ____________________

29. Personal-professional development opportunities . . . . ____________________

F) Responsible for advising inductees on their school as a social system:

30. Staff organization . . . . ____________________

31. Class organization . . . . ____________________

School Personnel

1. School Principal
2. Asst. or Vice Principal
3. Guidance worker-counselor, school psychologist
4. Curriculum or resource specialist or other consultant
5. Cooperating master teacher
6. Other:____________________
7. Other:____________________

External to the School District

A. College or university supervisors
B. Methods instructors
C. Federal or state inspectors
D. Teacher organization officials
E. Other:____________________
F. Other:____________________
G. Other:____________________
H. Other:____________________

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Personnel Responsible

32. Collegial relationships . . . . ______________________

33. Community characteristics, values and expectations . . . . ______________________

G) Visits the inductee:

34. Two or three times a week . . . . ______________________

35. Once a week . . . . ______________________

36. Twice a month . . . . ______________________

37. Less than twice a month . . . . ______________________

38. At inductee's request . . . . ______________________

39. Sets up periodic meetings with small groups of inductees . . . . ______________________

School Personnel

1. School Principal
2. Asst. or Vice Principal
3. Guidance worker-counselor, school psychologist
4. Curriculum or resource specialist or other consultant
5. Cooperating master teacher
6. Other:______________________
7. Other:______________________

External to the School District

A. College or university supervisors
B. Methods instructors
C. Federal or state inspectors
D. Teacher organization officials
E. Other:______________________
F. Other:______________________
G. Other:______________________
H. Other:______________________

APPENDIX B

Descriptors of Induction Programs for Beginning Teachers

Descriptors of Induction Programs
for Beginning Teachers

Prepared for

the National Institute of Education,
Contract No. 400-78-0069

Prepared by Project Staff
Educational Testing Service

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I. DESCRIPTION OF INDUCTION PROGRAMS FOR BEGINNING TEACHERS

A. Basic Characteristics of Beginning Teachers
  1. Granted provisional or special certification
  2. Employed in a school district
  3. Has the same type and degree of responsibility assigned to more experienced teachers
  4. Is in the first year of teaching

B. Basic Characteristics of Induction Program
  1. Systematic planned program for first year teachers
  2. Size of program; numbers of participants
  3. Description of sites
    a. Location and dispersion
    b. Pupil characteristics
    c. School program
      1) Unique, innovative
      2) Traditional
      3) Oriented to special groups of pupils
      4) Minimal competency oriented
      5) Variety of subjects taught
    d. Organization of school staff
      1) Differentiated
      2) Team
      3) Departmentalized
      4) Single-teacher class
    e. Role of principal and administrative staff
      1) Instructional leadershipo
      2) Evaluator of beginning teacher
      3) Supervisor of beginning teacher
  4. Academic status of program
    a. Leading to a degree only
      1) Bachelor's
      2) Master's
    b. Leading to permanent certification only
    c. Leading to degree and certification
    d. Non-credit program
    e. Credit program
  5. Academic courses
    a. Type - instructional style
      1) Standard-type or traditional university or college course
      2) Clinical (problem-solving, practical seminars)
      3) Tutorial
      4) Integrated, multidisciplinary course or seminar
      5) Competency-based, modular approach, skill-based
    b. Type - substance
      1) Teaching methods
      2) Curriculum courses
      3) Foundations
      4) Other education courses
      5) Academic specialty
      6) General liberal studies
      7) Teaching specialty

- c. Sequence
  - 1) Preceding beginning teaching experience
  - 2) During beginning teaching experience
  - 3) After beginning teaching experienced
  - 4) Combination of the above
- d. Location of instruction
  - 1) School site
  - 2) University or college
  - 3) Local community site

6. Beginning teachers participation in programs
   - a. Voluntary or required
   - b. Incentives
     - 1) In-service credit
     - 2) University/college credit
     - 3) Salary
   - c. Certification requirement
   - d. Teaching level or specialty
7. Types of induction programs
   - a. Internship/residency program with preparation (B.Ed. + first year teaching internship/residency
   - b. Internship/residency without preparation (B.S. + 1 year internship/residency; e.g., MAT program)
   - c. First year teaching (B.S. or B.Ed.)
   - d. Rationale for organization of program based on:
     - 1) A model of problems of beginning teachers
     - 2) A model of learning to be an effective teacher
     - 3) A model of the coping requirements of the beginning teacher
     - 4) A model of professional competence
     - 5) A model of the perceived needs of the local districts
     - 6) A model of the perceived needs of specific pupil groups
     - 7) A model of teaching skills acquisition

C. Supporting Systems

1. Institutional systems responsible:
   - a. University/college
   - b. School district
   - c. School
   - d. State
   - e. Teaching center
   - f. Teacher corps program
   - g. Joint venture
   - h. Consortium
2. Benefits or incentives to support system:
   - a. School district support system
     - 1) Help beginning teachers survive
     - 2) Provide beginning teachers with training in skills they have not learned
     - 3) Train beginning teachers on goals or programs of school or district
     - 4) Provide beginning teachers with additional knowledge of subjects taught
     - 5) Provide beginning teachers with support
     - 6) Provide beginning teachers with individual supervision
     - 7) Orient beginning teacher to school and district

- b. College/University support system
    - 1) Prestige
    - 2) Influence on the profession--internal and external
    - 3) Create a job market for their students
    - 4) Attract a greater number of quality students
    - 5) Attract funding
    - 6) On-going relationships with schools/districts
    - 7) Faculty development
    - 8) Provides financial support for students and university
- c. Cooperating school--joint venture with college/university support system
    - 1) Motivation/interest for cooperating
        - a) Save teacher costs
        - b) Obtain greater instructional flexibility
        - c) Recruit new teachers
        - d) Association with university
        - e) Develop or improve in-service training
        - f) Staff desire to train beginning teachers

D. Relation to Other Teacher Education Programs Within Supporting Institutions

- 1. Number of different programs
- 2. Differences in
    - a. Size
    - b. Purpose
    - c. Instructional design
    - d. Staff
    - e. Administration and organizational structure
    - f. Characteristics of participants
- 3. Cooperative relations among programs

II. PURPOSES OF INDUCTION PROGRAMS

A. Stated purpose(s)

1. To provide supervised teaching experience for the beginning teacher
2. To provide support for the beginning teacher
3. To recruit different kinds of prospective teachers (intern/resident programs)
4. To promote career changes (intern/resident programs)
5. To provide an opportunity to "earn while you learn"
6. To provide special skill training not otherwise available
7. To encourage rapid professional growth
8. To provide opportunity to learn technical skills of teaching
9. To help beginning teachers solve more effectively the problems of beginning teachers
10. To expand teachers' knowledge of subject(s) they teach
11. To expand teachers' general knowledge and culture
12. To provide beginning teachers with opportunities to work with colleagues on curriculum and instruction
13. To provide beginning teachers with opportunities to collect, create and use suitable instructional materials

B. Rationale--Training for Teacher Effectiveness
  1. Components of teaching effectiveness:
    a. Learning about the school as a social system
    b. Learning about the school as an instructional system
    c. Learning about the pupil population
    d. Learning to instruct
    e. Learning about oneself
    f. Learning about learning processes
  2. Concepts of learning how to be an effective teacher
    a. Assuming progressive responsibility for learning an increasing variety of teaching skills and strategies
    b. Learning to use self-analyses of teaching skills and problems
    c. Learning problem solving skills
  3. Developing concepts of how to relate theory to practice
  4. Relating of school characteristics to effective teaching
  5. Relating of school characteristics to effective instruction of pupils

III. FACTORS AFFECTING INITIATION OR DESIGN OF INDUCTION PROGRAMS

A. Supply and Demand of Teachers

B. Legislation Regarding:
  1. Certification (e.g., Ryan Bill, California)
  2. Establishing special programs (e.g., Bureau of Handicapped, Teacher Corps)
  3. Restrictions on who can be responsible for class (general, e.g., Colorado; specific, e.g., California)
  4. Accountability
  5. Minimum competency standards

C. Relationship of Cooperating Institutions

D. Social Demands
  1. For "better" teachers (Conant)
  2. Accountability

E. Policies of Teachers' Organizations Regarding:
  1. Support for induction programs
  2. Differentiated staffing
  3. In-service education
  4. Training responsibilities of teachers
  5. Monetary or other compensation for staffing development

F. Funding
  1. Sources
  2. Purposes
    a. Demonstrations
    b. Producing social changes; e.g., new sources of teachers

G. Politics/Values of Involved Constituencies
    1. Conflicts
    2. Power and control mechanisms

IV. IMPLEMENTATION OF PROGRAM

A. Control/Governance
    1. Organization
        a. Roles
        b. Functions (responsibilities)
        c. Performance evaluation system
    2. Budget
        a. Source of funds
        b. Major allocations
        c. Budget approval
        d. Approval of expenditures
    3. Domains of decisions
        a. Program design
        b. Program administration
        c. Allocation of finances
            1) Compensation for different personnel
            2) Materials
            3) Space
            4) Special services
        d. Beginning teachers and program staff
            1) Beginning teachers
                a) Selection
                b) Training
                c) Placement
                d) Supervision
                e) Evaluation
        d. 2) University faculty/supervisors
                a) Selection
                b) Training
                c) Evaluation
            3) Cooperating teachers
                a) Selection
                b) Training
                c) Evaluation
            4) District or school training staff
                a) Selection
                b) Training
                c) Evaluation
    4. Selection procedures
        a. Criteria used
        b. Personnel involved
        c. Methods used

5. Decision makers and decisions for which they are responsible
   a. University
      1) Administrator (e.g., Dean)
      2) Program administrator
      3) Faculty
      4) Supervisors
   b. Cooperating schools/districts/counties
      1) School
         a) Cooperating teachers
         b) Principals
      2) Districts
         a) Boards of Education
         b) Central administration
         c) Counties administrations
   c. State Departments of Education
      1) Certification agency or commission
      2) Department of higher education
   d. Teacher organizations
      1) State
      2) Regional
      3) School representative
   e. Some combination of above
6. Who implements:
   a. University - program faculty
   b. School - cooperating staff
   c. School-based staff
   d. Joint responsibility
7. Who does the monitoring of:
   a. Program administrators
   b. Supervising faculty
   c. Cooperating teachers
   d. Beginning teachers
   e. Instructional staff (School or District)
8. Who evaluates the program:
   a. Formal
      1) Board of Education
      2) State agency
      3) University faculty
      4) Funding agencies
      5) School district
   b. Informal
      1) Cooperating teachers
      2) Cooperating principals
      3) Participants

B. Instruction and Supervision
1. Beginning teachers induction experience:
   a. Amount of classroom teaching experience
   b. Variety of classroom teaching experienced
      1) Subjects taught
      2) Pupils taught
      3) Schools in which reading is done

  - c. Provision for peer interaction and collegal support
  - d. Degree of responsibility for managing and instructing classes (degree to which complete role of teacher is assumed)
- 2. Supervision of beginning teachers:
  - a. Amount of supervision provided
    - 1) By university or college faculty
    - 2) By school staff
  - b. Type of supervision provided
    - 1) University faculty
    - 2) Clinical professor
    - 3) Cooperating teacher
    - 4) School administrators
    - 5) Local school staff
    - 6) Combinations of the above
  - c. Location of teaching site
    - 1) Accessible to university or college
    - 2) Remote from university or college
  - d. Content
    - 1) Specific to local classroom/school
    - 2) General professional development
    - 3) Skill development
    - 4) Special curricula
  - e. Frequency
    - 1) Scheduled regularly
    - 2) Needs-basis
  - f. Strategies
    - 1) Pre-observation conferences
    - 2) Observations
      - a) Specific
      - b) General
    - 3) Feedback sessions
    - 4) Seminars on common problems
    - 5) Modeling of teaching performances
    - 6) Arranging observations of effective teachers
  - g. Quality--Criteria Used
    - 1) Personalized or individualized
    - 2) Promotes measureable change in beginning teachers
    - 3) Accessibility of supervisor
    - 4) Variety of supervisory perspectives
    - 5) Supervisor a resource for ideas, methods, etc.
  - h. Ratio of supervisors to beginning teachers
  - i. Cooperationg among supervisory personnel
- 3. Instructional and supervisory staff
  - a. Selection criteria
    - 1) Academic training
    - 2) Specialized training for supervision or instruction
    - 3) Relevant teaching experience
    - 4) Recency of teaching experience
    - 5) Certification status
    - 6) Knowledge of research on teaching effectiveness
    - 7) Knowledge of specialty skills

- b. Training
  - 1) Models of supervisory process
    - a) Clinical supervision
    - b) Cognitive-didactic supervision
    - c) Personal-developmental supervision
    - d) Supportive, non-evaluative supervision
  - 2) Content
    - a) Teaching methods
    - b) Research on teaching
    - c) Supervisory skills
  - 3) Amount or frequency
  - 4) Instructional format
    - a) workshop
    - b) Individualized program
    - c) Seminars on supervisory experience and problems
    - d) Field-based

V. EVALUATION COMPONENT

- A. Evaluation of Programs
  - 1. Evaluation design
    - a. Specific to goals of cooperating schools
    - b. Specific to goals of program
    - c. General teaching goals
    - d. Formal methods used
    - e. Informal methods used
    - f. Planned use of results
    - g. Formal design
    - h. Short-term follow-up
    - i. Long-term follow-up
  - 2. Criteria of program effectiveness
    - a. Satisfaction of beginning teachers
    - b. Meeting needs of beginning teachers
    - c. Facilitating induction into teaching
    - d. Improved pupil performance
    - e. Satisfaction of cooperating schools
    - f. Placement of beginning teachers
    - g. Retention in teaching
  - 3. Procedures for program modification

- B. Evaluation of Beginning Teachers
  - 1. Goals
    - a. Selection into program
    - b. Placement in teaching position
    - c. Retention in program
    - d. Degree award
    - e. Certification
    - f. Success on-the-job

2. Substance of assessment of beginning teachers
   a. Instructional skills and strategies
   b. Relations with pupils
   c. Relations with staff
   d. Commitment to teaching
   e. Knowledge of subject(s) taught
   f. Knowledge of teaching methods
   g. Relation of theory to practice
   h. Classroom management
   i. Diagnostic and prescriptive skills
   j. Evaluation skills
   k. Attitude towards teaching
   l. Attitudes towards teaching
   m. Knowledge of school/district policies
   n. Relations with peers
   o. Relations with parents
3. Techniques of assessment
   a. Self-assessment
   b. Observations
   c. Logs
   d. Interviews
   e. Written tests
   f. Rating by supervisory personnel
   g. Pupil performance
   h. Pupil ratings
4. Schedule of assessments

C. Evaluation of Supervisory Staff
1. Personnel to be evaluated
   a. University supervisors
   b. School supervisors
   c. School administrative staff
   d. Instructional staff
2. Methods
   a. Observation
   b. Self-reports
   c. Ratings
3. Frequency
4. Consequences
   a. Improvement
   b. Termination

VI. MODELS OF TEACHING BEHAVIOR

A. Structure
1. Relation of programs to pre-service education
2. Relation of programs to induction into teaching
3. Relation of programs to in-service education

B. Rationales for Programs
   1. Conceptual models of learning to be a teacher
   2. Assessed needs of beginning teachers
   3. Specific needs of school systems
   4. Societal demands

C. Kinds of Models

D. Initiating Agency

VII. COST FACTORS

A. Major Costs
   1. Unit cost/participant
   2. Unit cost/supervisors
   3. Unit instructional cost
   4. Unit administrative cost

B. Comparative Costs

C. Compensation
   1. To participants
   2. To supervisors

D. Special Facilities
   1. Microteaching
   2. Video-taping facilities
   3. Closed-circuit networks

TO BE ADDED:

From NIE List:
   a. "Program planning procedures" under Program Design
   b. Incentives for mentors
   c. Alternative staffing designs for instruction
   d. Teaching and responsibilities of mentors